

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Centers for International Business Education

CFDA # 84.220A

PR/Award # P220A140006

Grants.gov Tracking#: GRANT11690974

OMB No. , Expiration Date:

Closing Date: Jul 03, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/27/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

University of Washington

* b. Employer/Taxpayer Identification Number (EIN/TIN):

916001537

* c. Organizational DUNS:

0428035360000

d. Address:

* Street1:

4333 Brooklyn Ave NE

Street2:

Box 359472

* City:

Seattle

County/Parish:

* State:

WA: Washington

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

98195-9472

e. Organizational Unit:

Department Name:

Office of Sponsored Programs

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

Debra

Middle Name:

* Last Name:

Glassman

Suffix:

Title:

Faculty Director, Global Business Center

Organizational Affiliation:

University of Washington

* Telephone Number:

(206) 543-8738

Fax Number:

(206) 685-9392

* Email:

dg2854@uw.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.220

CFDA Title:

Centers for International Business Education

* 12. Funding Opportunity Number:

ED-GRANTS-060314-001

* Title:

Office of Postsecondary Education (OPE): Center for International Business Education Program CFDA Number 84.220A

13. Competition Identification Number:

84-220A2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Center for International Business Education and Research (CIBER)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="363,415.00"/>
* b. Applicant	<input type="text" value="363,415.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="726,830.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

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21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Kathryn Hovick	Director, Office of Sponsored Programs
APPLICANT ORGANIZATION	DATE SUBMITTED
University of Washington	06/27/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="University of Washington"/> * Street 1 <input type="text" value="4333 Brooklyn Ave NE"/> Street 2 <input type="text"/> * City <input type="text" value="Seattle"/> State <input type="text" value="WA: Washington"/> Zip <input type="text" value="98195"/> Congressional District, if known: <input type="text" value="07"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>		7. * Federal Program Name/Description: <input type="text" value="Centers for International Business Education"/> CFDA Number, if applicable: <input type="text" value="84.220"/>
8. Federal Action Number, if known: <input type="text"/>		9. Award Amount, if known: \$ <input type="text"/>
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Kathryn Hovick"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Lynette"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Arias"/> Suffix <input type="text"/> Title: <input type="text" value="Director, Office of Sponsored Programs"/> Telephone No.: <input type="text" value="206-543-4043"/> Date: <input type="text" value="06/27/2014"/>		
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PR/Award # P220A140006

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Section427ofGEPAStatement.pdf

Add Attachment

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SECTION 427 OF GEPA

The UW CIBER continually works to ensure that all students, staff, and faculty have equal access to its programs and offerings. Through a combined effort of University initiatives, Foster School of Business initiatives, and our own initiatives, UW CIBER provides a comprehensive approach to reach out and include a diverse group of students, faculty, and staff.

Diversity initiatives for students

UW CIBER has a strong commitment to ensuring diversity in its student programming. The UW Office of Minority Affairs and Diversity has a recruitment and outreach team focused on reaching out to prospective undergraduates at schools across the state. On this team, they have specialists who recruit specific groups of students, including a Pacific Islander Students Recruiter, Native American Students Recruiter, and Latino Students Recruiter. At the graduate level, the UW's Graduate School serves the needs of students of color and students from other underrepresented groups through their Graduate Opportunities and Minority Achievement Program (GOMAP). In addition to outreach and recruitment, the GOMAP program enhances scholarship and research opportunities among these students. The program also builds community on and off campus for these students.

At the Foster School of Business, the Undergraduate Diversity Services (UDS) team works on various outreach initiatives that begin at the high school level. Through programs such as Young Executives of Color (YEOC) for high school students and Alliances for Learning and Vision for Underrepresented Americans (ALVA) for incoming freshmen, the UDS team mentors and prepares students for future admission to the Foster School. UW CIBER works closely with the UDS team to provide additional outreach for international programs and promotion of our need-based study abroad scholarship opportunities.

Diversity initiatives for faculty

For faculty recruitment and retention, the University of Washington hired Dr. Luis Fraga in 2007 as the Associate Vice Provost for Faculty Advancement. The primary mission of the Office of the Associate Vice Provost for Faculty Advancement is to ensure that the UW recruits, promotes and retains an excellent and diverse faculty. Working within the Office of Minority Affairs and Diversity and in direct consultation with the Office of the Provost, Dr. Fraga deals with both individual faculty cases and institutional policy issues. Dr. Fraga also serves on the Faculty Council for Multicultural Affairs, which discusses and creates policy around issues that impact faculty demographics, including tenure demographics, lecturers, data, and mentoring. In addition, he meets regularly with deans, department chairs, and other academic leaders across the three UW campuses to disseminate best practices for conducting inclusive searches and fostering collegial environments.

Diversity initiatives for staff

The University of Washington (UW) has an employment policy of equal opportunity regardless of race, color, creed, religion, national origin, gender, sexual identity, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. In addition, the University is committed to diversity in its workforce; the UW takes affirmative action to encourage applications and to employ qualified American Indians/Alaskan Natives, Asian/Pacific Islanders, Blacks, Hispanics, women, persons age 40 and over, persons with disabilities, and Vietnam era and disabled veterans in areas where they are under-utilized. Specific employment outreach activities include: 1) monthly meetings with the 600 on-campus faculty and staff members of diversity affinity groups to review and promote job openings to them and their networks, 2) annual participation in city-wide diversity career fairs, 3) postings to

diversity listservs, 4) ad hoc events with diversity professional organizations to encourage applications, and 5) advertising in magazines, such as *ColorsNW*, targeted at underrepresented groups. The Foster School and UW CIBER fully support these equal opportunity recruitment efforts. In addition, UW CIBER Director regularly communicates about openings with the Foster School's Associate Director of Diversity as well as the Director of the Consulting and Business Development Center, which serves minority- and women-owned businesses in our region.

Furthermore, faculty and staff have access to a range of affinity groups which provide support to and networking opportunities for underrepresented communities. Affinity groups include Asian & Pacific Islander American, Black, LGBTQ, Latino, and Native Associations.

Overcoming barriers in program design

In designing our campus programs for both our on and off campus communities, we take into consideration accessibility for all audiences. For participants with disabilities, our campus programs are housed in ADA-accessible facilities. For further needs, we accommodate specific requests including priority seating and providing a sign language interpreter. As an international education organization, UW CIBER is comfortable dealing with international audiences and making provisions for language barriers and cultural differences. Among our various events, we host high school programs that serve students in schools with culturally diverse populations. We ensure that our programs are accessible to all students including English Language Learners.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

University of Washington

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Lynette Middle Name:
* Last Name: Arias Suffix:
* Title: Director, Office of Sponsored Programs

* SIGNATURE: Kathryn Hovick

* DATE: 06/27/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

University of Washington Center for International Business Education & Research
2014-2018 Grant Proposal Project Abstract
Project Director/Principal Investigator: Dr. Debra Glassman, dg2854@uw.edu, 206-543-8738

The University of Washington CIBER at the Michael G. Foster School of Business proposes 36 new programs for 2014-2018. These programs focus on three theme areas: (1) understanding Asia-Pacific markets; (2) the role of supply chains in global trade and investment; and (3) experiential learning for career-readiness. These themes serve the needs of our School and the higher education and business communities of the Pacific Northwest.

The proposed programs meet the purposes of the authorizing statute by contributing to the understanding of key current and future markets for US business. They address the Competitive Preference Priorities 1 and 2 by promoting employment for students of international business and by including collaboration with community colleges and minority-serving institutions to address regional training needs.

We focus on Asia-Pacific because many of the fastest growing world markets are in this region and because these are markets where language and area studies knowledge is particularly important. Because of our geographic location on the Pacific Rim, we can draw on existing business ties with the region and on strengths of the UW, such as language teaching. One highlight under this theme is our goal that every Foster School faculty member will have the opportunity for a professional, on-the-ground experience in Asia.

Supply chains are a theme because of the importance of trade and globally-networked firms to our region. The future competitiveness of the US economy depends on the ability to understand the forces that are changing global supply chains, disruptive forces that threaten them. Global Supply Chain Study Tours headline the programming under this theme. By following the supply chains of iconic global companies such as Boeing, Intel and Costco, students can expect to deepen their understanding of both supply chain management and specific industries.

We have extensive experience in delivering experiential learning opportunities, such as short and long term study abroad, competitions, internships, and student consulting projects. We are excited about taking these programs to the next level through innovations that give students more opportunities for first-hand experiences and that generate increased value to regional businesses and business organizations. For example, our proposed Community College Export Plan Competition, in collaboration with North Seattle Community College, will have the dual outcomes of generating export recommendations for businesses and also providing training that will increase the career-readiness of graduates.

We are excited about these and other innovative programs that we are proposing. We are also motivated by the expanded impact we can have through partnering with community colleges and minority-serving institutions; regional higher education and K-12 institutions; businesses and business organizations; governments; and UW departments and colleges. We are committed to delivering outstanding global business programming, and we will measure the outcomes with a holistic evaluation plan that incorporates quantitative and qualitative assessments.

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Acronyms List

AACSB	Association to Advance Collegiate Schools of Business
ABAC	APEC Business Advisory Council
AIB	Academy of International Business
AIB-West	Academy of International Business West Chapter
AOF	Academy of Finance
APEC	Asia-Pacific Economic Cooperation
BISNET	Business International Studies Network
BRIC	Brazil, Russia, India, China
CIBER	Center for International Business Education and Research
CIPP	Context, Input, Process, Product Evaluations
CISB	Certificate of International Studies in Business
CoE	Center of Excellence
CPA	Certified Public Accountant
CPP	Competitive Preference Priority
DOC	Department of Commerce
DOC STEP	DOC State Trade and Export Promotion
ED	Department of Education
EY	(formerly) Ernst & Young
FDI	Foreign Direct Investment
GBAB	Global Business Advisory Board
GBCC	Global Business Case Competition
GPRA	Government Performance Results Act
GSEC	Global Social Entrepreneurship Competition
HBCU	Historically Black Colleges and Universities

IHGC	Institute for Health and Global Change
IP	Invitational Priority
IRIS	International Resource Information System
JFQA	Journal of Financial and Quantitative Analysis
JSIS	Jackson School of International Studies
MSI	Minority Serving Institution
NAFSA	Association of International Educators
NCAPEC	National Center For Asia-Pacific Economic Cooperation
NGO	Non-governmental Organization
NIBEN	Northwest International Business Educators Network
NRC	National Resource Center
NW	Northwest
NYSE	New York Stock Exchange
OEA	Office of Educational Assessment
SE	Southeast
UAE	United Arab Emirates
UArctic	University of the Arctic
UK	United Kingdom
US	United States
UW	University of Washington
WA	Washington
WAC	World Affairs Council
WCIT	Washington Council on International Trade
YEOC	Young Executives of Color

1. MEETING THE PURPOSE OF THE AUTHORIZING STATUTE

The purpose of the authorizing statute

The purpose of Title VI of the Higher Education Act, Part B, Section 611 (b), is to:

Increase and promote the Nation's capacity for international understanding and economic enterprise through the provision of suitable international education and training for business personnel in various stages of professional development; and promote institutional and non-institutional educational and training activities that will contribute to the ability of US business to prosper in an international economy.

When the CIBER program was created in 1988, the global business landscape was very different. Contributing to “the ability of US business to prosper in an international economy” primarily meant helping large US firms successfully identify and enter foreign markets, whether by export or direct investment. Today US firms confront a broader and more complicated set of tasks. They face more competitors in foreign markets, and foreign competitors have entered US markets. They have to manage complex global supply chains, and they must cooperate with partners around the world. These are not issues for large firms alone. All businesses are global in one way or another – they sell or source globally or have global competitors (or all of the above) – and they are often global from their launch. In the words of University of Washington (UW) President Michael Young:

The world no longer is defined by geographic boundaries. People, goods, money, ideas, and, as our good doctors tell us, even germs cross borders seamlessly. We live in a world where there are very few things we can think about that don't have international and comparative dimensions. That includes many of the things we are doing here at the University of Washington. [Annual Address, October 17, 2013]

Promoting the ability of US businesses to prosper in this context means addressing the needs of all businesses, from start-ups to multinational enterprises. It means a global mindset all up and down the supply chain – understanding the culture, institutions, and languages of global customers, suppliers and competitors. As a result, employees ranging from front-line workers to CEOs need to understand the international context of business. This underscores the need to

educate MBAs and community college students alike (Competitive Preference Priority 2) and to take this learning out of the classroom by providing opportunities for students to work with industry (Competitive Preference Priority 1).

Responding to the imperatives of global competition in 2014-2018 requires us to be creative and nimble. We must anticipate the future needs of our student, faculty, and business stakeholders as well as meet their current ones. In this proposal, we present a set of new initiatives that will meet current and future needs, as well as meet the purposes of the authorizing statute. They build on the strengths of the University and the region, and they draw on the deep experience of the UW Center for International Business Education and Research (UW CIBER) in delivering outstanding global business education.

Interpreting the purpose of the authorizing statute for 2014-2018

In order to interpret the purpose of the authorizing statute for the coming grant cycle, we set the Context (per CIPP evaluation model described in Section 7). We reviewed reports and strategy documents on global trends, regional economic development needs, and national policy directions; we conferred with UW Michael G. Foster School of Business (Foster School) associate deans and department chairs; and we consulted with our two advisory boards. These activities allowed us to identify needs and future business trends. As a result of this Context-setting, we have chosen to focus the new initiatives in this grant cycle around three themes:

1. Understanding Asia-Pacific markets
2. Role of supply chains in global trade and investment
3. Experiential learning for career-readiness

In this section, we relate these themes to the grant mandates and to the strengths of our Center and University. In section 2, we will discuss the national and regional significance of the themes.

We chose a focus on Asia-Pacific markets (countries of Asia plus the Pacific Rim) because many of the fastest growing world markets are in this region. These are markets where language and area studies knowledge are particularly important. Because of our geographic location on the Pacific Rim, there are existing business ties with the region and UW strengths, such as language teaching. Our new initiatives will expand opportunities for students to learn about Asia-Pacific markets, increase faculty expertise about the region, and provide information to the business community about the next stage of market growth. One programmatic highlight in this theme is our new **Faculty Development in Asia** program, where the objective is that every Foster School faculty member will have professional experience in Asia by 2020.

Supply chains were chosen as a theme because of the importance of trade and globally-networked firms to our region, as well as to the competitiveness of the US economy:

“International trade has been and continues to be a powerful engine of United States and global economic growth...The global supply chain system that supports this trade is essential to the United States’ economy and security and is a critical global asset.”
(National Strategy for Global Supply Chain Security, 2012)

In response to this, supply chain education is expanding at the UW. In 2016, the Foster School will launch a one-year Master’s program in supply chain management, adding to our existing undergraduate option. Headlining our Supply Chain programming is the new **Arctic Institute and Leadership Program**. In this program, regional businesses and students from the five Alaska-Native-Serving (Title III) branch campuses of the University of Alaska-Fairbanks will learn about the new sea routes and business opportunities in the expanding Arctic trade region.

Finally, we chose experiential learning as a theme because we want to build on this UW CIBER core competency. In a 2013 independent evaluation of our Center, Professor Emeritus Joseph Massey (Dartmouth) cited our “outstanding focus on experiential learning.” We have extensive experience in delivering out-of-classroom learning experiences such as short- and

long-term study abroad, competitions, internships, collaborations with businesses through our career centers, and student consulting projects. We are excited about taking these programs to the next level through innovations that give students more opportunities for first-hand experiences, that help faculty to further integrate in-class and out-of-class learning, and that generate increased value to regional businesses and business organizations. For example, our new **Community College Export Plan Competition** will have the dual outcomes of generating valuable recommendations for businesses looking to export and providing students with real world problem-solving experience.

As we note below, some programs under our themes address Invitational Priorities 1 and 2. We propose research and experiential learning initiatives that focus on Sub-Saharan Africa, South Asia, and Southeast Asia. We also present programs of applied language learning to prepare business professionals to communicate in a range of languages from Chinese to Inuktitut.

Strengths and core competencies of our Center, School and University

Housed in the Foster School, UW CIBER is the only CIBER in the Northwest (NW). In our 23-year history, we have built a reputation for high quality programs for students, faculty, and the business community. We view the delivery of a broad range of global business experiences to students as central to our mission and experiential learning programs as a core competency. Our relationships with the business community constitute a key strength (see Supplement 1 for a listing of our highly committed advisory board members).

US News & World Report (2014) ranks the Foster School's MBA program 25th in the country, while the Undergraduate Program ranks 22nd. The part-time (evening) MBA program ranks 11th. These are programs on the rise, both in ranking and in applicants. The *Wall Street Journal* recently reported that the UW MBA program had the largest increase in applications in the US in 2014. The Foster School has a highly effective MBA Career Center, and its

undergraduate Career Services Center serves over 1800 students yearly. Only half of the top 20 business schools have a dedicated career center for undergraduates. Both career centers actively collaborate with professional associations and businesses on activities designed to expand employment opportunities for international business students, including career fairs, industry focus nights, and career mentoring events. In 2013, over 360 employers recruited students at Foster. Additional details are provided in Supplement 14 and the first column of Supplement 10.

Reaching beyond the Foster School, we are committed to building partnerships across campus to draw on the strengths of the UW. The UW ranks 2nd in the nation in language instruction, offering 57 languages. In addition to CIBER, the UW is home to 8 Title VI National Resource Centers (NRCs) housed in the Jackson School of International Studies. We regularly partner with the NRCs on community outreach and programming. For example, in this cycle we will work with NRCs on the **Joint Degree Programs**. The UW Office of Global Affairs, led by Vice Provost Jeffrey Riedinger, takes an active role in supporting cross-campus collaborations.

The UW is the major research university in the NW and the largest recipient of federal research funding among US public universities. The UW ranks 25th in the world (4th among US public universities) according to *The Times Higher Education Rankings* for 2013-14. When we work with UW partners, we are working with colleagues at the forefront of their fields. For example, *US News & World Report* ranks the UW School of Medicine #1 for primary care and #10 for research. Other UW programs in the top ten nationally include Public Health, the Evans School of Public Affairs, Computer Science, and the Information School.

The UW serves a region that is both dynamic and diverse. For example, the NW has become known for corporate philanthropy and non-profit organizations. The Bill and Melinda Gates Foundation, the world's largest nonprofit, anchors a cluster of global health and

development organizations. Given this regional strength, it is no coincidence that the UW is among the top schools in the US in providing Peace Corps volunteers.

The NW is home to technology-reliant businesses such as Microsoft, Amazon, and Expedia, as well as global manufacturers such as Boeing, Nike, Intel, and PACCAR. It is also home to customer-service-focused businesses such as Starbucks and Nordstrom. Firms like these actively recruit graduates from the Foster School and the University as a whole.

Our initiatives reflect our commitment to serving our region's business by developing globally-aware and career-ready workers and by our willingness to tackle global challenges in innovative ways. This is a commitment that we share with the University as a whole:

"Today, more than ever, we bring an entrepreneurial spirit to our work, to ensure our discoveries have impact in and on the world...And we ensure that our business majors can learn about the cultures and languages of the countries they'll trade with. The drive to solve the most difficult problems of our times—educational, social, political, scientific, and artistic—remains unchanged. It's in our DNA. But we are doing it with new enterprises that drive us to partner across disciplines, with our communities, with our local businesses, and with educators, scientists, governmental and non-governmental entities throughout the world." (UW Provost Ana Mari Cauce, Nov. 2013)

The remainder of this section describes the new programs that we propose for this grant cycle.

Meeting the purposes of the authorizing statute

To effectively meet the purpose of the authorizing statute, we believe it is important to clearly define our goals and outcomes. Below are the project goals for this grant cycle that correspond to the mandates in Section 612 of Title VI, Part B of the Higher Education Act:

Mandate	Project goal
1	Build the capacity of US firms to compete in new markets
2	Increase opportunities for applied language and area studies learning
3	Support the creation of influential scholarship and teaching on global business issues
4	Deliver innovative global experiences to build a global mindset and develop career-ready talent
5	Leverage UW strengths and partner relationships to meet the needs of our trade-dependent region
6	Partner with regional institutions of higher education to build capacity to succeed in global business

Section 7 discusses the measurable outcomes (Performance Measures) linked with these goals.

As an established CIBER, we have a portfolio of successful existing programs, which we refer to as “foundational programs” (see Supplement 12). In the new grant cycle, we will build on our foundational programs by introducing 36 new initiatives, which are organized below by grant mandate. Following each initiative title, we note the relevant themes, Competitive Preference Priorities (CPP1, CPP2), and Invitational Priorities (IP1, IP2). Supplement 8 summarizes all the programs. Supplement 9 relates them to the grant mandates, Supplement 10 relates them to the competitive and invitational priorities, and Supplement 11 relates them to the mandatory and permissible activities.

Mandate #1 – Be a national resource for the teaching of improved business techniques, strategies and methodologies that emphasize the international context in which business is transacted

1. Global Economic Outlook (Asia-Pacific, Supply Chains)

The businesses of our region are building a record of success in global markets, but continued success requires always looking for what is next, especially in emerging world markets. For example, firms successfully doing business in China’s large coastal cities now want to know more about second- and third-tier cities; firms who have been manufacturing in East Asia now want to learn more about conditions in Southeast and South Asia. The Global Economic Outlook is a high-profile event for the business community that specifically addresses the need for this information. The event will be made available both locally and nationally via streaming media.

2. Global Cities Initiative (Experiential Learning, CPP1)

The Global Cities Initiative is a 5-year joint project of Brookings and JP Morgan Chase that aims to help leaders in US metro areas reorient their economies toward greater engagement in world markets. Greater Seattle was recently chosen as one of 6 cities to be part of the Foreign Direct Investment Initiative. Working with the Trade Development Alliance and Regional Economic Development Councils, a team of UW students is preparing on a regional market assessment that

will be combined with Brookings' data to implement a 2015 strategic plan for attracting more FDI. Similarly, we will support Greater Portland's metro export plan with student consulting projects. We also propose to host an evaluation conference at the mid-point of the FDI initiative to exchange information about best practices and metrics with colleagues from the 5 other cities.

3. Minority Business Conference & Cases (Experiential Learning, CPP2)

In 2014, the Foster School signed a 5-year agreement with the national Minority Business Hall of Fame and Museum. This organization honors trailblazers who have established minority-owned enterprises and expanded opportunities for people of color in corporations. Each year, the Foster School will host faculty from Minority-Serving Institutions (MSIs) during the Hall of Fame induction ceremony. UW CIBER will provide travel grants for MSI faculty and will deliver global content and case-writing training to them. Participants will be eligible for case development grants focused on minority businesses operating globally.

4. National District Export Council Forum (Supply Chains)

This annual conference organized by the US Commercial Service and the National District Export Council is designed to help US businesses take advantage of established and emerging export opportunities. It provides the 150+ participants with up-to-date market intelligence and helps them develop practical strategies for exporting their goods/services into new markets. The CIBER network will support this conference with speakers, marketing, and other resources.

5. National Center for APEC Briefings (Asia-Pacific, Experiential Learning, CPP1, IP2)

Headquartered in Seattle, the National Center for Asia-Pacific Economic Cooperation (NCAPEC) is the only US business association focused exclusively on facilitating American private sector input to the APEC process. Representatives of NCAPEC serve on official US delegations to APEC meetings. The NCAPEC also serves as the Secretariat for US executives who are members of the APEC Business Advisory Council (ABAC). Foster School and area

studies students will prepare briefings for NCAPEC board members about annual meeting host countries: Philippines (2015), Peru (2016), Vietnam (2017) and Papua New Guinea (2018).

6. Net Impact Conference (Experiential Learning, CPP1)

Net Impact is a leading nonprofit that empowers emerging leaders to build successful "impact careers" – either by working in jobs dedicated to change or by bringing a social and environmental lens to traditional business roles. In 2015, Seattle will host the National Net Impact Conference, which brings together more than 2500 students and professionals. The Foster School's MBA Net Impact chapter will partner with UW CIBER to support and publicize the national conference.

Mandate #2 – Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of United States trading partners

1. Doing Business in China Course (Asia-Pacific, IP1)

China's position as the world's second largest economy and its importance in global trade has created a growing need for Mandarin speakers. In spring 2014, UW CIBER piloted a course designed to prepare students for doing business in and with China. The course, taught in Mandarin and open to students from across disciplines, combines business-related content with cultural topics and business language skills. UW CIBER plans to expand enrollment in this course, as well as to develop short business cases in Mandarin to be used in the classroom.

2. Export Consulting Projects in Spanish (Experiential Learning, IP1)

Through the Consulting and Business Development Center, Foster School students have long provided consulting services to minority-owned enterprises, many of which are operated by non-native English speakers. We propose to help extend this program to providing consulting in Spanish for firms that are preparing to export. Students will benefit by being able to practice their language skills in a real-world business setting.

3. CISB Business Language Case Competitions (Experiential Learning, IP1)

Our undergraduate Certificate of International Studies in Business (CISB) program is organized by language tracks. We will create competitions for these tracks to challenge students to apply their business language capabilities. We piloted the concept within the Spanish language track of the CISB program and will expand it to include Chinese, Japanese, French, and German. The competitions will be judged by native speakers from the faculty and business communities.

4. Business Case Development for Language Courses (Experiential Learning, IP1)

This program introduces business content into upper-level language courses and CISB language tracks by creating mini-cases on business topics. The mini-cases encourage students to solve real international business problems in a foreign language. These cases will be offered as resources to language faculty at the UW, regionally through the Northwest International Business Educators Network (NIBEN), and nationally via the CIBER network. We envision a scalable model in which the same case is translated into multiple languages.

5. Business Language Scholarships (Experiential Learning, IP1)

Supplementing our successful annual study abroad scholarship program for students with demonstrated financial need (\$28,000 non-federal funds awarded in 2014), we will offer another set of scholarships for students who participate in programs that require them to use another language in an academic setting. We will continue to partner with our fundraising colleagues to increase the scholarship pool.

Mandate #3 – Provide research and training in the international aspects of trade, commerce, and other fields of study

1. New Directions in Faculty Research (Asia-Pacific, Supply Chains)

Faculty in all departments at the Foster School are pursuing active research agendas. The range of this research is impressive: they are studying supply chains in industries as different as aerospace and vaccine production; digital piracy; the state-level effects of foreign direct

investment; trading costs in global equity markets; and many more cutting edge topics (see Section 3). UW CIBER will work with departments to supplement the support necessary to take research in new directions. This could mean subsidizing data collection, connecting faculty with our business partners, or bringing an important colleague to campus. In addition, we will disseminate summaries of significant faculty research to our business and community audiences.

2. Faculty Development in Asia (Asia-Pacific)

As our ties to Asia continue to deepen and grow, it is vital that all Foster School faculty have professional experience with the region. Our goal is to have 100% of Foster faculty with Asia experience by 2020. We have successfully delivered two short faculty trips to China. In this grant cycle, we will focus initially on sending new faculty to China. These trips will include high-level meetings with US and Chinese government entities, multinational corporations, university partners, and alumni. In future years we will include trips to other Asian countries.

3. NW Start-Ups Go Global (Supply Chains, CPP1)

When do start-up enterprises “go global”? The NW and its research universities are known for commercializing inventions and creating start-ups. Using a sample of ventures launched by higher education institutions throughout the region, student interns will analyze data and test hypotheses about when and how they start globalizing their businesses. We can then develop targeted resources that complement existing state and regional export promotion efforts.

4. Global Virtual Team Practicum (Asia-Pacific, Experiential Learning)

In the 21st century, global businesses need employees who can work effectively in teams, both cross-culturally and virtually. In partnership with Japan’s top private business school, Keio, the Foster School is taking an innovative approach to training students to meet this need. Teams of students from both Foster and Keio will work on projects for firms in Japan. The practicum will have Keio MBAs and faculty visiting the Foster School, students on mixed teams working on their project virtually, and Foster MBA students and faculty traveling to Keio to make

presentations to the company and share lessons learned. The goal is to have a model that is extendable to other countries and partner institutions.

5. Study Abroad Development Grants (Experiential Learning)

Leading a group of students overseas can be a rewarding professional development experience for faculty. Ideally, faculty leaders should have a deep understanding of the country and the business environment where the study abroad program will take place. The study abroad development grants will enable faculty to visit a target country to develop new study abroad programs, especially in targeted regions like Southeast Asia and Latin America.

6. Institute for Health and Global Change (IHGC) (Supply Chains)

The IHGC is an inter-disciplinary initiative that will work to protect communities from the effects of changes such as climate disturbances and ocean acidification, while promoting economic growth. The IHGC will develop undergraduate and graduate education programs linking health and environmental sciences, engineering, law, business, and public affairs. It will provide the results of research, evaluation, and modeling to support policymakers and industry leaders in promoting a prosperous green economy; and it will increase the capacity to forecast, prepare for, and manage disasters. UW CIBER will represent the Foster School in this initiative.

Mandate #4 – Provide training to students enrolled in the institution in which the center is located

1. Global Consulting Projects (Experiential Learning, CPP1, IP2)

Based on success with pilot projects, we will increase the number of overseas consulting projects offered to MBA students. Since 2011, UW CIBER has run a Global Consulting Project in India, where MBA students gain strategy consulting experience with an NGO. In 2013-2014, a pilot consulting project in the private sector was conducted with a NW company hoping to expand to Singapore. Students benefitted from combining the consulting experience with overseas visits.

2. Business Core Abroad (Experiential Learning, IP2)

In summer 2013, we piloted offering undergraduate core classes abroad at the UW Rome Center.

This program was designed to meet the needs of students who could not go overseas at other times, such as accounting majors. A key value-add of holding core courses abroad is enhancing classroom instruction with company visits. In the future, we plan to offer a broader menu of business core classes in Rome. We also want to take this model to a different country and partner with an institution in, for example, South or Southeast Asia.

3. Global Supply Chain Study Tours (Supply Chains, Experiential Learning)

Given the growing importance of and rapid change in global supply chains, the Foster School has developed new supply chain study programs at both the Masters and undergraduate levels. UW CIBER will develop study tours as a complement. These tours will be structured to follow the supply chain of a company such as Boeing, Starbucks, or Costco.

4. Middle East Course & Overseas Seminar (Experiential Learning)

This course will introduce students to key trends that are reconfiguring the economic and business landscape of the Middle East. Focusing primarily on the United Arab Emirates (Washington State's 4th largest trading partner), the course will examine how evolving state-business relations are influencing economic outcomes regionally and globally. This course will be offered jointly with the Jackson School of International Studies. At the end of the course, there will be an optional 12-day study tour to the UAE.

5. Business of Global Health Programs (Experiential Learning, IP2)

The field of global health includes business innovators who incorporate social goals into for-profit business models. As a leader in entrepreneurship and global health education, the UW is uniquely positioned to educate students about these opportunities and approaches. We will do so by 1) supporting business student participation in major global health conferences; 2) offering an

elective course for graduate students from across campus; and 3) organizing a multi-disciplinary study tour to visit global health institutions working in sub-Saharan Africa.

6. Joint Degree Programs (Asia-Pacific)

We have successfully established three international business joint degree programs with the Jackson School of International Studies, including joint MBA/MA degrees in International Studies, Japan Studies, and Korean Studies. During the upcoming grant cycle, we will establish joint MBA/MA degrees in China Studies, South Asian Studies, SE Asian Studies, and Middle East Studies. We will also explore the possibility of a joint MBA/MA in Global Health.

7. Global Business for High Schools (Experiential Learning, CPP1)

This program engages high school students and teachers in global business education through three annual projects. First, our partnership with the national Academy of Finance (AOF) program brings high school students and teachers to the UW to participate in a full-day workshop. Second, the EY-sponsored Young Executives of Color (YEOC) Program brings over 100 underrepresented students from regional high schools to monthly sessions at the UW. One of their sessions, “International Experiences and Careers,” highlights trade, study abroad, and the importance of learning foreign languages. Finally, CISB will begin a new partnership with the national DECA organization.

8. Global Student Leaders Program (Experiential Learning, CPP1)

This program involves the creation of two global student leadership boards (one MBA and one undergraduate). Board members will provide student perspectives to UW CIBER, produce globally-focused events, and serve as ambassadors for incoming exchange and international students. The student boards will partner with UW CIBER to host an annual global student leadership conference for regional universities and colleges. Student board members will gain leadership experience and will be mentored by Global Business Advisory Board members.

Mandate #5 – Serve as a regional resource to businesses proximately located by offering programs and providing research designed to meet the international training needs of these businesses

1. Northwest Perspectives on Doing Business in Asia (Asia-Pacific, Supply Chains)

In 2011, UW CIBER delivered a successful workshop for small and medium-sized businesses on Doing Business in China. This program leveraged the unique perspectives of business practitioners from the NW. We plan to build on this successful model and partner with our local Department of Commerce and the US Commercial Service to offer future workshops that will explore doing business in Vietnam, India, Korea, and China's second-tier cities.

2. Arctic Institute and Leadership Program (Supply Chains, CPP2, IP1)

Business opportunities in the Arctic Region are growing. The 8 Arctic states (Canada, Denmark, Finland, Iceland, Norway, the Russian Federation, Sweden, US) and 6 international Indigenous peoples' organizations that make up the Arctic Council are focused on the importance of sustainable development. Led by the UW Canadian Studies Center, UW CIBER and 5 other UW NRCs will partner to offer an annual institute for the academic and business communities on the Arctic region, its challenges, and its opportunities. We will also create a leadership program for undergraduates from UW and the circumpolar world, in partnership with the College of Rural and Community Development branch campuses (Title-III campuses administered by University of Alaska, Fairbanks), the University of the Arctic (UArctic) and the Inuit Makivik Corporation. Participants will also receive an introduction to basic Inuktitut.

3. Export Readiness Programs (Supply Chains, Experiential Learning CPP1)

This suite of programs will offer the business community tools to take their business global. First, we will support the WA Export Outreach team in hosting and marketing export-focused events to the business community. Second, we will partner with export agencies to make available the well-regarded "Taking Your Business International" training. Lastly, UW students will work with the WA State DOC to develop a China Tradeshow Strategy Guide. This new

project is based on the export growth success that the DOC STEP program had by taking groups to European tradeshows (\$120,000 in export vouchers resulted in \$40 million in exports).

4. Northwest Global Business Speakers Roadshow (Asia-Pacific, Supply Chains)

The goal of the Roadshow is to bring global business speakers to communities throughout the region. By using the World Affairs Council network in Alaska, Montana, Oregon, and Washington, we will be able bring speakers to multiple cities in the region. In addition, Foster School faculty will travel to speak about current global business issues to business communities in major NW cities. In 2013-14, we successfully piloted this faculty program in Portland, in partnership with the Executive MBA Program and local UW alumni association.

5. Business for Global Impact Series (Asia-Pacific)

The NW is home to a vibrant and expanding global health and development sector anchored by large organizations such as the Bill and Melinda Gates Foundation, PATH, and Mercy Corps. For the last 10 years, UW CIBER has built a network of global social enterprise practitioners through the Global Social Entrepreneurship Competition. In this grant cycle, we will draw on this network to deliver a multi-disciplinary annual speaker series exploring successful methods for harnessing the power of business for positive impact around the world.

6. Tateuchi Asian Business Distinguished Speaker Series (Asia-Pacific)

With its Pacific Rim expertise, UW CIBER is ideally situated to bring together the academic and business communities through a distinguished speaker series focused on Asian business. We will deliver this series in partnership with the Tateuchi Foundation, whose goals are the promotion of international understanding, knowledge, and relations. In fall 2014, we will feature Ambassador John Roos, speaking on the topic of US-Japanese political and business relations. The annual event will draw 200 participants, plus a national and international online audience.

Mandate #6 – Serve other faculty, students and institutions of higher education located within the region

1. Community College Export Plan Competition (Experiential Learning, CPP2)

Using our experience with business plan and case competitions, we propose a new hybrid competition for community college students. It will focus on developing plans for small business exporting. Student teams at regional community colleges will be paired with an export-ready small business referred by the Small Business Development Center. They will develop an export plan that includes target countries, market entry, and growth strategies. The plans will be presented to judges from the business community and government export agencies. North Seattle Community College has agreed to partner on developing and implementing this program.

2. Export Career Pathways and Curriculum (Supply Chains, CPP2)

Co-sponsored with Highline Community College, this workshop will create awareness of career pathways in international trade and supply chain management. The first workshop will bring together high-profile industry professionals to explore cyber security for supply chains. The workshop's October target date coincides with National Cyber Security month. Highline Community College plans to integrate the content of the workshop into its curriculum.

3. Regional International Case Competition (Experiential Learning; CPP2)

The Regional International Case Competition is an annual event open to undergraduates at 4-year and 2-year institutions, including MSIs, in Washington, Oregon, Idaho, Montana, and Alaska. Schools will train students on how to analyze an international business case and select a team to participate in the Regional International Case Competition. In addition, we will host a workshop for faculty advisors on best practices in case teaching. Students and faculty will receive feedback from business community judges to further the educational benefits.

4. Regional BisNet (Experiential Learning, CPP2)

Modeled on the national Business International Studies Network (BisNet), this regional forum will bring together business-focused study abroad administrators and faculty from colleges and

universities throughout the NW to share best practices and explore opportunities for collaboration. Members will meet bi-annually and maintain an email list for discussing challenges and sharing innovative approaches. Meeting session topics may include common issues like risk management in faculty-led programs, or exploring opportunities and challenges with exchange and study abroad program development in sub-Saharan Africa.

5. Academy of International Business West (Asia-Pacific)

In October 2015, the Academy of International Business West Chapter (AIB-West) will hold its annual conference at the UW. AIB-West is one of 16 chapters of the worldwide Academy of International Business, the leading academic organization for scholars and practitioners of international business. The AIB-West annual conference provides a venue for scholars and practitioners to discuss the latest ideas in international business. The UW-hosted conference will include sessions specifically about business in the Asia-Pacific region.

2. SIGNIFICANCE

This section addresses the national and regional significance of the programs and activities in our three theme areas: (1) understanding Asia-Pacific markets, (2) the role of global supply chains in trade and investment, and (3) experiential learning for career-readiness. We first define significance and then provide evidence supporting the national and regional significance of our three themes. The final part of this section addresses the magnitude of outcomes.

Defining national and regional significance

For our purposes, significance is defined by the authorizing legislation and the competitive priorities. According to the Title VI legislation, nationally significant programs:

- bring global business knowledge and skills to the workforce and to business leaders.
- increase capacity for understanding of foreign languages and cultures as they apply to business.

According to the Competitive Preference Priorities, our programs are significant if we:

- expand employment opportunities for international business students.
- collaborate with one or more Minority Serving Institutions and/or community colleges

We describe below how our proposed initiatives will deliver global business knowledge and skills to students, faculty, and the business community, and how they will provide opportunities to apply language and area studies knowledge. Along with collaboration with professional associations, these programs will expand employment opportunities for students. The opportunities will be extended to a broader audience through collaborations with community college and MSI partners.

UW CIBER delivers a broad range of programs and services to students that prepare them to enter the national workforce, with the ultimate goal of becoming global business leaders. For example, graduates of our highly-ranked certificate programs have gone on to jobs in major corporations around the world, including Adidas, Amazon, Boeing, Bosch, Chevron, DHL, EY, Ford, Maersk, Mercedes-Benz, Microsoft, Nordstrom, Starbucks, and Verizon. This experience is not overlooked by corporate partners, as noted by Sam Bokor, VP Training and Personnel Development at Expeditors International: “**CISB** students are a good fit for Expeditors because of their passion for the international trade community and their curiosity around other cultures. We’ve made a number of hires from that program.”

Significance of Understanding Asia-Pacific Markets

The first theme has particular relevance for the NW as well as the nation. President Obama recently completed his fifth trip to Asia, which the White House described as “[underscoring] a continued focus on the Asia-Pacific region and commitment to his vision of rebalancing to the world’s largest emerging region.” The 21 member economies of APEC, for

example, account for approximately 40 percent of the world's population, approximately 55 percent of world GDP, and about 44 percent of world trade. The Asia-Pacific region is the largest market in the world for US exports. This spring, Secretary of Commerce Pritzker observed that exports to the Asia-Pacific region support more than 3 million US jobs (speech, 4/17/14).

Secretary Pritzker also identified important trends for the future:

The US economy has become inextricably linked to the Asia-Pacific region. More than ever before, governments, companies, and people throughout the region want to do business with American firms, which offer: the world's best technology and innovation, a powerful ability to mobilize capital, a commitment to good working conditions and training, a business culture that values transparency and ethics, and, of course a spirit of entrepreneurship that remains the envy of the world.

The markets and industries that are significant to the NW are also significant nationally. The trade-dependent states of the region - Alaska, Idaho, Montana, Oregon, and Washington - produce and export manufactured goods from airplanes to computer chips; food products from apples to fish; and energy resources from oil to wind power. With the importance of technology across a wide range of industries, it is notable that Washington is #1 and Oregon is #5 in Bloomberg's ranking of the most innovative states (GeekWire, 12/19/13).

In 2013, the five NW states had export destination profiles that were similar to the US as a whole, especially in terms of the importance of the Asia-Pacific region. Looking at the top ten export destinations in 2013 (below), we see that Asia-Pacific economies account for the majority of the entries in every case:

	US-top countries	Alaska	Idaho	Montana	Oregon	Washington
1	Canada	China	Canada	Canada	China	China
2	China	Japan	Korea, South	Korea, South	Canada	Canada
3	Mexico	Korea, South	Taiwan	China	Malaysia	Japan
4	Japan	Canada	China	Switzerland	Japan	UAE
5	Germany	Germany	Singapore	Taiwan	Korea, South	Mexico
6	Korea, South	Singapore	Hong Kong	Belgium	Costa Rica	Hong Kong
7	UK	Spain	Mexico	Mexico	Taiwan	UK
8	France	Netherlands	Malaysia	Japan	Vietnam	Korea, South
9	Brazil	Belgium	Japan	India	Hong Kong	Indonesia
10	Saudi Arabia	Australia	France	Germany	Germany	India

Clearly, understanding Asia-Pacific markets is important to our region, as well as to the nation.

There are a number of important trends and changes in the Asia-Pacific region that must be understood if US businesses are to prosper there. These include:

- Fast growth – the Department of Commerce forecasts that Asia-Pacific countries will increase imports from \$4 trillion of goods and services in 2012 to nearly \$10 trillion by 2022.
- A growing middle class that will demand a wider range of higher value products – 1 billion people will enter the middle class by 2020, two-thirds of them in emerging markets.
- Growing competition for US firms as Asia-Pacific producers move up the value chain to higher tech products.

The ten new initiatives in the Asia-Pacific theme are designed to give the current and future workforce, the knowledge and skills to understand the nationally significant Asia-Pacific region. The future of companies such as Intel and, Boeing depends on this. For students, we propose the **Global Virtual Team Practicum** in partnership with Keio Business School in Japan. The **Doing Business in China Course** will not only teach students about the Chinese economy and business practices, it will do so in Mandarin, significantly enhancing the ability of students to work successfully in Asian languages and cultures. On the business side, the **Northwest Perspectives on Doing Business in Asia** will bring together academic and industry experts with regional firms interested in doing business with China, Vietnam, India, and Korea.

Significance of Global Supply Chains

The NW is an important linchpin in global supply chains, with Seattle being equidistant by air from Asia and Europe. In 2013, the ports of Tacoma and Seattle ranked in the top 20 nationally for both exports and imports. The airport in Anchorage, Alaska ranks #6 in the world (and #2 in the US) by the volume of cargo (Airports Council International, January 2014). According to the Washington Council on International Trade (WCIT), 40% of all jobs in

Washington State are tied to trade, and a quarter of these jobs are linked to imports. Statistics like these illustrate that trans-Pacific trade is a driving force in our region and that it is not just exports that generate jobs; imports do, too.

The Foster School recognizes the importance of understanding the forces of change in global supply chains and as such has an undergraduate option in supply chain management; the school will soon launch a Masters Program in supply chain management. The curriculum will have substantial global content in consultation with major regional firms. As Department Chair Kamran Moinzadeh recently observed, “All Supply Chains are global by definition, from strategic sourcing and procurement to global logistics and fulfillment.” UW CIBER will contribute to the global content of these supply chain management programs. For example, the **Global Supply Chain Study Tours** will take students along supply chain routes to explore the changes and challenges faced in key regional industries.

There are a number of trends that will have major impacts on global supply chains in coming years. These include:

- Increases in supply chain complexity – examples include the growth of e-commerce, digital piracy, and the challenges of cyber-security.
- China’s rebalancing away from reliance on exports and investment to more domestic consumption, with the resulting rise in the cost of producing in China – leading companies to move production elsewhere, including home to the US.
- More foreign direct investment into the US, especially from developing Asia – according to the Commerce Department, inbound investment from Asia supports nearly a million US jobs.

- Risks inherent in global supply chain complexity – a recent University of Maryland report said, “Just-in-time, lean, and other acknowledged best practices create highly efficient supply chains. As it turns out, however, these supply chains are also brittle and high risk.”
- Climate change is magnifying natural disasters and, hence, supply chain disruptions.

UW CIBER’s proposed programs will address these supply chain trends. For example, The **Export Career Pathways & Curriculum** will provide training and curriculum on cyber security, delivered through a partner community college and developed in partnership with industry experts. The effect of climate change in altering the patterns of production and transportation is a topic that will be addressed in both the **Arctic Institute and Leadership Program** and the **Institute for Health and Global Change**. The NW is also a growing center for businesses and foundations addressing global development and global health. Here, too, supply chains will play a critical role – for example, in making sure that vaccines or humanitarian relief supplies reach those who need them. This is an example of one of the topics in our **Business for Global Health** programming. These are the kinds of knowledge and skills that current and future business leaders need.

Significance of Experiential Learning for Career-Readiness

Our programs under the theme of experiential learning are designed to make significant contributions to talent and workforce development. Our long experience with study abroad programs has demonstrated repeatedly the transformative nature of overseas experiences.

In 2000, researchers began an ambitious effort to document the academic outcomes of study abroad across the 35-institution University System of Georgia. Ten years later, they've found that students who study abroad have improved academic performance upon returning to their home campus, higher graduation rates, and improved knowledge of cultural practices and context compared to students in control groups. They've also found that studying abroad helps, rather than hinders, academic performance of at-risk students. (GLOSSARI 2010: Georgia Learning Outcomes of Students Studying Abroad Research Initiative)

Similarly, students can benefit immensely from opportunities to practice solving real business problems. Our experiential learning initiatives fall into two categories: competitions that provide integrative learning experiences and consulting projects for firms and business organizations.

UW CIBER supplements the Foster School curriculum through our new and existing competitions. It is well-recognized that case competitions provide integrative experiences that simulate real-life strategic challenges. Having established expertise in competitions – for example, our 15 years with the **Global Business Case Competition** - we now intend to take them to new audiences. This is the motivation for creating the **Regional International Case Competition** and the **Community College Export Plan Competition**. It is important for us to work with community colleges in our region because it is not just corporate executives who will need global business skills – managers and front-line employees will, too.

Global Consulting Projects are another type of experiential learning. In the most recent academic year, we piloted overseas global consulting with a project in Singapore. In this grant cycle, we will expand this program. We also propose to marry consulting with applied language learning by offering **Export Consulting in Spanish** for small businesses in the region.

Magnitude of outcomes

One way to think about the magnitude of outcomes is in terms of the number of people served by our programs. Supplement 18 presents the projected number of direct student, faculty, and business community beneficiaries of our programs. This supplement gives totals for the four-year grant cycle, organized by mandate. We focus on magnitudes here and discuss the assessment of these outcomes in Section 7.

As Supplement 18 indicates, direct beneficiaries total over 14,000 students, almost 2,000 faculty members, and over 6,700 members of the business community – for a grand total of nearly 23,000 beneficiaries for the 4-year grant cycle. Although it is tempting to let enthusiasm

dictate the numbers, we used conservative, realistic estimates. For example, the numbers for the proposed **Regional International Case Competition** assume just five teams (4 students plus a faculty advisor per team) and eight community judges each year; while we may try to grow the competition to a larger scale, we are confident that we can deliver at least these numbers.

The numbers cited above significantly understate program benefits because they ignore the sizeable multiplier effects that result from programs that target faculty. The multiplier effects reflect the additional indirect benefits, specifically the number of students taught by each faculty member, as well as the number of researchers who benefit from each research publication. For example, recall our goal of having 100% of Foster faculty visit Asia by 2020. This is intended to substantially increase the Asia content of classes and also inspire some faculty to add Asian content to their research programs. If 15 faculty members participate in a study trip each year, the total number of direct beneficiaries of the faculty study trips is listed as 60 in Supplement 18 (4 years at 15 per year). However, if each faculty member teaches 5 courses per year (on the quarter system), with an average of 30 students per class, then his/her study trip experience benefits 150 students per year, or 600 students over the 4-year grant cycle. Thus, 20 study trip participants in 2014-18 produce 9,000 student beneficiaries.

We can do a similar multiplier calculation for faculty research. Using paper downloads as a metric, we assume (conservatively) that a research publication is downloaded 100 times over the 4-year grant. Thus, each faculty member who publishes a paper generates benefits to at least 100 other faculty (or doctoral students).

Using these conservative multiplier assumptions, the overall magnitude of the outcomes rises to over 200,000. This number clearly demonstrates the national importance and wide benefits of CIBER funding. While we do not include further indirect effects in our calculations,

we note that there may be many of these. For example, a reference to faculty research in an alumni newsletter or the business press would increase the indirect beneficiaries to include a large number of community members.

We also note the broad impact of UW graduate students within academia. For example, in 2013, Foster School doctoral students took jobs at Stanford, Oregon, Virginia Tech, Lehigh, Loyola Marymount, and Hawaii; one accepted a post-doctoral position at MIT, and two others accepted visiting positions at USC and Illinois (Urbana-Champaign).

3. QUALITY OF PROJECT DESIGN

Research is at the heart of the UW's mission. The Foster School puts a primary emphasis on faculty research, and is ranked #24 in the world in research productivity by the Financial Times (2014 Global MBA Ranking). The Foster School has the 8th-most productive management research faculty in North America, according to a 2012 study by Texas A&M University and the University of Florida. In addition, the Foster School publishes the top-tier *Journal of Financial and Quantitative Analysis*, in cooperation with the University of Utah David Eccles School of Business and New York University Leonard N. Stern School of Business under the editorial management of UW prize-winning global finance researcher, Paul Malatesta.

In this section, we first describe several ways that UW CIBER supports research activities. Then we will highlight some of the significant ongoing areas of faculty research at the Foster School.

UW CIBER support for faculty and doctoral student research

Through **New Directions in Faculty Research** we seek to further facilitate the creation and dissemination of globally-focused research. We plan to do this by providing opportunities for faculty to connect with global firms here and abroad, by funding research and acquisition of library resources such as databases, by supporting visiting speakers (**Departmental Seminars**,

Global Economic Outlook), by partnering in research conferences (**AIB-West, CIBER Business Language Conference**), by supporting new research streams that will benefit academia and business (**NW Start-Ups Go Global**), by providing international study opportunities for research active faculty (**Faculty Development in Asia, Study Abroad Development Grants**), and by collaborating with faculty from other departments (**Institute for Health & Global Change**).

The **Faculty Development in Asia** program is also designed to support faculty research, by introducing faculty to firms and business leaders in the region and by providing opportunities to meet colleagues at foreign universities. We piloted faculty travel to China in 2009 and 2011. According to Jennifer Koski, Associate Professor of Finance,

These trips contributed immensely to my teaching, research, and general professional development. Traveling in China provided context to help me discuss topics ranging from the business environment underlying a case I use about a start-up in China to the issues facing senior Korean executives who want to learn about doing business in China. The study trips also contributed to my research. For example, I work on issues related to stock market design, and we had the chance to visit multiple stock exchanges. After learning first-hand about China, I am also much more interested and able to follow research on China produced by my colleagues. I am now working on research in international finance for the first time in my career.

In the coming grant cycle we will focus initially on China, enabling us to leverage endowment funding. A recent survey indicated that less than 50% of Foster faculty have been to China. In future years we will expand to other Asian countries.

Since 2006, UW CIBER has offered research grants to regional international business faculty through the **Northwest International Business Educators Network (NIBEN)**. NIBEN serves as a significant regional resource by increasing knowledge and skills of the region's international business faculty including over 500 individuals from more than 50 academic institutions in the NW. Recipients of NIBEN grants have come from Alaska, Idaho, Montana,

Oregon, and Washington. For example, University of Montana Professor of Management Klaus Uhlenbruck received support for research and case writing about the internationalization of German mid-sized firms. The cases were published in both English and German and have been used extensively at the UW and by NIBEN colleagues. We are currently supporting research by Clinical Assistant Professor John Kalu Osiri at Washington State University; he is exploring the cultural sources of innovation in sub-Saharan Africa. We have also supported conference travel, such as for research presentations at the Academy of International Business meetings.

In addition to supporting faculty research, we support research by doctoral students. Within our university we will continue to offer **PhD Research & Travel Grants**. Nationally, we will participate in a **Doctoral Consortium in Operations Management**. Over the grant cycle, we propose to offer two workshops, one focused on information systems and the other on supply chain management. We have also allocated funding for UW PhD students to participate in similar workshops in other business disciplines that are offered at partner institutions.

Highlights of ongoing and significant research programs

Research faculty at the Foster School are globally recognized. For example, the Foster School is fortunate to count Dr. Charles Hill among its IB faculty. Professor Hill's textbook, *International Business*, is in its 9th edition and continues to set the standard. He has published over 50 articles in peer-reviewed academic journals, and teaches in the MBA, Executive MBA, Management, and Ph.D. programs, where he has received numerous teaching awards.

David Burgstahler, Professor of Accounting, has been selected a 2014 Schoeller Senior Fellow by the University of Erlangen-Nuremberg in Germany. This distinction honors an internationally renowned senior scholar conducting research that contributes to responsible leadership in business and society. Burgstahler will use the award to further his research on techniques that European firms use to diminish the costs of audits and financial disclosures.

Below are some examples of ongoing research programs by Foster junior and senior faculty. Many are tied to the themes of this proposal, and all of these research programs are at the frontiers of academic research.

Shailendra Pratap Jain, Chair, Department of Marketing and International Business, is one of many faculty members whose research covers Asia-Pacific markets. He is working with colleagues from Cornell and UW Tacoma to examine differences in consumer attitudes toward corporate social responsibility between developed and developing economies.

Professor Xiao-Ping Chen, Chair of the Department of Management and Organization, studies global leadership and cross-cultural management. Her current research on communication differences between the US, China, and Chile promises to have implications for understanding the processes and outcomes of communication within the global workforce.

Professor Kevin Steensma's research focuses on international management, specifically foreign direct investment (FDI). Looking at over 250,000 Chinese state and privately-owned domestic manufacturing firms between 1998-2005, his research explores the influence of state ownership on whether FDI enhances or hampers growth.

Jonathan Brogaard, Assistant Professor of Finance, is examining how government policy uncertainty has negative effects on financial markets in 21 countries, with a special focus on high-frequency trading.

Tom Lee, Hughes M. Blake Endowed Professor of Management and Past President of the Academy of Management, specializes in the study of employee hiring, retention, and commitment. His recent research includes a study on employee loyalty turnover in China.

In the supply chain area, Hamed Mamani, Assistant Professor of Operations Management, has published several papers investigating improvements to the influenza vaccine

supply chain. His work is about aligning the incentives of governments, manufacturers, and consumers for a common good. One paper, co-authored with Foster Professor of Information Systems Debabrata Dey, demonstrates that direct-to-consumer subsidies to cover the cost of vaccination at home will result in an optimal level of coverage across the entire population.

Professor Suresh Kotha, holder of the Olesen/Battelle Excellence Chair in Entrepreneurship, has research interests in international management, specifically competitive strategy and corporate entrepreneurship. He is currently writing a book on the challenges that Boeing faces in building the 787 Dreamliner. In addition, Professor Kotha has co-authored three cases that have been used in the **GBCC**; all three of them focus on global strategy issues and have been published in popular textbooks.

The research of two faculty in Information Systems, Debabrata Dey and Atanu Lahiri, produces the surprising result that there is a positive effect of digital piracy: increased investment in quality that can mean greater innovation and better products at more moderate prices.

In this grant cycle, we are also supporting two innovative research projects on experiential learning. The first is about the value of competitions. Motivated by the 10-year anniversary of the UW Global Social Entrepreneurship Competition (GSEC), Professors Judith Wasserheit from the UW Department of Global Health and Debra Glassman from the Foster School initiated a study to determine how students benefited from participating in GSEC. As a result of this project, one of the co-authors, MBA student Carl Petrillo, recently secured a summer internship at PATH, a non-profit known for its work on international health innovations. The second project is the **NW Start-Ups Go Global** program. Graduate students will study a sample of start-ups launched by NW universities to determine when and how these firms started to globalize their businesses.

We also note several other significant research projects. Associate Professors Kathryn Dewenter and Jennifer Koski are collaborating with a colleague at Tsinghua University to examine how euro conversion affected trading costs and volume in European equity markets. Jacob Thornock, Assistant Professor of Accounting, is studying a form of illegal tax evasion called “round-tripping,” in which Americans disguise their investments in US securities by routing them through offshore shell corporations. Thornock and co-authors Michelle Hanlon (MIT) and Edward Maydew (University of North Carolina) have presented the paper to the IRS and to senior staff of the US Senate Committee on Homeland Security. Associate Professor Stephan Siegel is studying the forces behind global equity market segmentation. In recent work with Geert Bekaert (Columbia) and Cam Harvey (Duke), Siegel has also devised tools to account for political risk when valuing cross-border investments.

Research Dissemination

In addition to publications in leading academic journals and presentations at top academic conferences, Foster faculty research is disseminated in a variety of ways. The Foster School publishes the *Foster Business* alumni magazine, currently sent bi-annually to more than 44,000 alumni, donors, business community, and AACSB deans and directors. UW CIBER sends a quarterly newsletter to globally-focused business community members and alumni. We also share faculty research through a variety of social media including LinkedIn (both public and private groups totaling nearly 30,000), Facebook, and Twitter. Our faculty are regularly quoted in popular media – most recently in the *New York Times* and *USA Today* and on NPR. The faculty research and faculty profile pages of the Foster School website receive over 340,000 page views annually. The UW CIBER is proud to be located at a university with such active and high caliber researchers that are also involved in CIBER activities. Access to this research and faculty

strengthens not only the CIBER programs, but also the management team that provides strategic vision for the UW CIBER.

4. QUALITY OF MANAGEMENT PLAN

Maintaining a high standard of excellence in all of our programs is very important to UW CIBER. To ensure that we continue to develop and deliver quality programs, we have created detailed management plans that clearly define faculty and staff roles, and that address budgets, program rollout, and accountability. In this section we will discuss responsibilities for key faculty and staff, and our process for program management, budgeting, and accountability. Supplements 19-24 provide detailed information on organizational structure, leadership, responsibilities, timelines, milestones, and budgets. Evaluation will be addressed in Section 7.

Faculty and staff responsibilities

The center's core team consists of a Faculty Director, an administrative Director, four staff members and one CISB Program Advisor (Supplement 19). As CIBER Faculty Director, Dr. Debra Glassman devotes 25% of her time annually to the strategic direction of the Center and the CISB program. She is responsible for overall academic rigor and will set the direction for faculty initiatives such as **Global Economic Outlook, Faculty/PhD Research & Travel Grants, Faculty Development in Asia** and **New Directions in Faculty Research**. CISB management includes supervision of the language track faculty advisors and the program advisor, along with oversight of program requirements. The balance of her time is spent on global business teaching, research, and case development, so in effect, 100% of her time is dedicated to furthering the grant mandates.

Kirsten Aoyama is 100% allocated to the Center as its administrative Director. This role involves the leadership of day-to-day operations, including all grant programs, budget, staff, evaluation, fundraising to provide cost-share for grant activities, and partner relations. Her

specific program leadership in the next grant cycle will include programs with national impact, collaborations with MSIs and community colleges, **NW Perspectives on Doing Business in Asia**, and the **Arctic Institute and Leadership Program**. The administrative Director and Faculty Director together manage the center's overall budget, objectives, and evaluation.

Other staff responsibilities are aligned with constituent groups. One Assistant Director, Kathleen Hatch (100%), is focused on undergraduate students and works in partnership with the Undergraduate Program Office. Another, Jessica Rush (100%), works with the MBA Program Office on managing grant programs focused on MBAs. She also manages evaluation and grant reporting for the center. The third, Josie Kraft, is focused on outreach to regional businesses, regional higher education institutions, and alumni. She devotes 75% of her time to grant programs. The other 25% of her time is spent managing our self-sustaining Visiting Executive and Scholars Programs which bring in researchers and executives from around the world. Each assistant director manages the budget, timeline, milestones, and evaluation of their projects. The Program Coordinator, Sara Vernam, provides administrative support to Center leadership for programming, budgeting, and cost tracking. The Center team also includes the **CISB** Program Advisor, Deanna Fryhle (75%), who works with CISB students and coordinates joint CIBER-CISB activities like case competitions. We note that non-CIBER funds support over 60% of the cost of the Director and staff positions. Our team approach is reflected in our commitment to quality, attention to detail, and responsiveness to our stakeholders.

The delivery of our programs engages many additional faculty and staff, representing multiple academic areas in the Foster School, as well as the School of Medicine, the Evans School of Public Affairs, the Jackson School of International Studies, and the College of Arts and Sciences (including the language departments). In addition, many other Foster School

leaders have significant international responsibilities. These range from career counselors to the Associate Director for Alumni Engagement to the Associate Dean of Executive Education and International Initiatives. Please see Supplement 20 for specific program leadership and Supplement 14 for an overview of program collaborations.

Program management plans, timelines, and milestones

The management plans for our programs address the big picture as well as the operational details. Supplement 21 shows major annual milestones, such as the launch of new programs or scheduled major events. Supplement 22 presents a quarter-by-quarter implementation timeline for all our initiatives.

Each program cycles through 3 phases: planning, implementation, and evaluation. All of our programs have been mapped out over the 4-year grant cycle to 1) guarantee proper lead time, 2) appropriately distribute staff and other resources, and 3) coordinate with other major global university or community activities. We have developed a detailed brief for each program which outlines the constituents, partners, faculty/staff lead, goals/objectives/outcomes, evaluation methods, and budget, along with a 4-year planning, implementation, and evaluation timeline. Examples of program briefs can be found in Supplement 23.

Based on our extensive experience in program management, we have found that program success requires careful planning, including long lead times. Several of our major annual events require a year or more of preparation. For example, the **Global Business Case Competition**, started in 1999, involves a week of activities for 12 teams from different countries. This event engages over 50 student volunteers, and planning for the next year begins right after the current year's competition has been completed.

We have also had great success using pilot projects and phased implementation to launch new programs. The **Export Career Pathways & Curriculum** program illustrates this. In phase

1, we are identifying community colleges that are poised to add international business to their curriculum. Our partner, the Center of Excellence (CoE) for Global Trade & Supply Chain Management hosted by Highline Community College, serves all 34 community and technical colleges in Washington State. In phase 2, we will implement programs in partnership with the CoE, including faculty and student workshops that highlight supply chain management opportunities and career pathways. The first workshop will focus on cyber security in supply chains. In addition, we will support the CoE as they target a community college to receive enhanced trade and supply chain curricula. The first community college targeted is Big Bend, an MSI in Moses Lake, WA. In phase 3, we will evaluate how to scale this model to offer trade and supply chain career and curriculum resources to other NW community colleges. We will also identify best practices for national expansion by simultaneously supporting and participating in the **National Business Institutes for Community College Faculty**. We have learned that starting on a small-scale and taking a phased approach, while keeping a broader objective in mind, enables us to create successful scalable models.

Program budgets

With over 20 years of experience managing federal grant and program budgets, UW CIBER leadership has the track record of managing projects well and within budget. As illustrated in the sample program briefs (Supplement 23), and the summary of costs per program (Supplement 24), each program has a detailed budget. The program management responsibility given to each staff member includes regular budget management and reporting to the administrative Director. Due to this continuous tracking and the phased implementation of our programs, we are able to make adjustments during the planning and implementation phases to prevent cost overruns. For example, when federal CIBER funding was significantly reduced in 2011, we had the data available to identify cost savings by adjusting program scale and

scheduling. This enabled us to continue to meet grant mandates and project goals. The Center leadership also presents the budget at the annual Foster School Budget Committee meeting, and we report quarterly on deviations of actual expenditures from budgeted amounts.

External and internal accountability

Our two boards provide ongoing external accountability. At least twice per year Center leadership and staff meet with the CIBER Advisory Board (Supplement 1). Many of these board members have served for many years and are active participants in grant programs. As a result, they are familiar with the grant mandates and ensure that we are fulfilling our federal obligations. We also have a Global Business Advisory Board (GBAB) made up of representatives from major local companies. Our two boards bring the perspectives of such corporations as Amazon, Boeing, Costco, PACCAR, Weyerhaeuser, Starbucks, and Wells Fargo. Between meetings, board members receive monthly updates on Center programs and needs.

Internally, UW CIBER's Faculty Director and administrative Director report monthly to the Associate Dean for Academic and Faculty Affairs, Tom Lee, who is part of the Dean's Executive Committee. Dr. Lee provides administrative supervision to UW CIBER in the areas of faculty programs and budget. He also serves on the CIBER Advisory Board.

Dr. James Jiambalvo, Dean of the Foster School of Business, serves as Executive Director for UW CIBER. He provides oversight for UW CIBER activities and takes the lead in high-level outreach, such as for the **Global Economic Outlook** program. He continuously demonstrates his commitment to UW CIBER and places a high value on global business education. He regularly participates in advisory board meetings and major global events, travels annually to meet with global alumni, and advocates for financial support for the Center.

These accountability systems, coupled with the UW CIBER's long experience with successful program management, ensure that our programs both fulfill the grant mandates and are delivered on time and within budget.

5. QUALITY OF PROJECT PERSONNEL

UW CIBER Principal Investigator and Project Personnel

The management team of UW CIBER is well-qualified to implement the proposed programs. Brief summaries of their qualifications and experiences are provided below. For additional information on project personnel, please refer to the resumes in Supplement 25.

Debra Glassman, Faculty Director, UW CIBER; CISB Faculty Director; Senior Lecturer in Finance and Business Economics. Dr. Glassman has been an active participant in UW CIBER programs since 1992; she served as Assistant Faculty Director from 1998-2006 and has been Faculty Director since 2006. She is dedicated to the development of innovative global education and helped to launch many of the UW CIBER's foundational programs.

Dr. Glassman is committed to interdisciplinary collaboration and serves on executive committees for the European Union Center and the Center for West European Studies, as well as the Foreign Language and Area Studies Fellowships Selection Committee. She is also a member of the UW's Trademarks and Licensing Committee, our partner for the **Trademarks and Licensing Biennial Conferences** program. Dr. Glassman has led our activities in the area of global social business and regularly collaborates with UW Department of Global Health colleagues to develop joint programming, including the new **Institute for Health and Global Change**. She also serves on their Global Health Minor Executive Committee.

Dr. Glassman is passionate about international business teaching and scholarship, and she will work with faculty colleagues on our **New Directions in Faculty Research** and the **Faculty Development in Asia** programs. She teaches international finance and global macroeconomics

and her research on exchange rates and international portfolio investment includes publications in the *Review of Financial Studies* and the *Journal of International Money and Finance*.

Kirsten Aoyama, Director, UW CIBER. Kirsten has been UW CIBER Director for over 13 years. In partnership with Dr. Glassman, she sets strategic direction, builds campus and community awareness, and manages the advisory boards, general center operations, budgets, evaluation, and staff. Kirsten speaks Japanese, and received a Fulbright Grant to Japan. She serves on the campus-wide advisory board for the Office of Global Affairs. Actively involved in our regional community organizations, she is also on the International Business Technical Advisory Committee for North Seattle Community College and the advisory board of the WA State China Relations Council. Her training, experience and community partnerships uniquely position her to deliver on our new CIBER initiatives related to Asia-Pacific, national impact, and community colleges.

Kathleen Hatch, Assistant Director, UW CIBER. In her 6th year on our team, Kathleen is responsible for undergraduate global business programs, including the **GBCC, International Internships** and **Study Abroad Programs**. As a result of her efforts, the percentage of Foster undergraduates studying abroad has grown to over 30%. Kathleen has served as staff leader for study abroad programs in Africa, Asia, and Europe. She is an active member of NAFSA and BisNet, the latter being an inspiration for our **Regional BisNet** program.

Josie Kraft, Assistant Director, UW CIBER. Josie manages faculty and community programs, including the **NIBEN** and the **Export Readiness Programs**. Her responsibilities also include international scholar services and developing our alumni network. Her professional and community experience includes managing financial services programs for a microenterprise development organization. She also recently participated in a faculty development tour of China.

Jessica Rush, Assistant Director, UW CIBER. Jessica is responsible for MBA global business programs, including study tours, exchange programs, the **Global Business Program Certificate, Joint Degrees, and the Global Business Forum.** She also oversees evaluation of CIBER programs. Jessica received her Master's in Higher Education Administration, and has 10 years of professional experience in higher education and student programming at UW. She has been a staff leader for study tour programs to Brazil, China, India, and Singapore.

Deanna Fryhle, Program Adviser, Certificate of International Studies in Business. For 13 years, Deanna has managed and grown the CISB program. CISB now includes many student leadership and career preparation opportunities including the **Conversations with Global Executives Program.** Deanna speaks Italian, Portuguese, and Spanish, and collaborates closely with the UW Language Departments to develop joint programs. This grant cycle, she will help launch the **CISB Business Language Case Competition.** Deanna presented at the NAFSA regional conference, and she was the staff leader for study abroad programs to India and Italy.

Sara Vernam, Program Coordinator, UW CIBER. Sara is responsible for supporting all CIBER programs, particularly those focused on UW business and language faculty, as well as daily office operations. She earned a Masters in Public Administration from the UW Evans School of Public Affairs. Before joining the UW, she interned at the Boston University African Presidential Archives Research Center and received her B.A. in International Relations.

UW CIBER Key Faculty Contributors

In addition to our direct project personnel, we work with a core group of faculty members who provide their expertise and strategic advice to the UW CIBER.

James Jiambalvo, Executive Director, UW CIBER; Dean of the Foster School of Business; Professor of Accounting. Since becoming Dean in 2005, Dr. Jiambalvo has

committed to providing high quality global business education to both Foster School students and the business community. According to Dean Jiambalvo,

“Global business education is critical to the future success of our students and to US competitiveness. Creating learning opportunities that build global business expertise for our students, faculty and business community is a top priority of the Foster School.”

Dean Jiambalvo’s research has been published in the top accounting journals, and he is the author of the textbook *Managerial Accounting* (Second Edition). He is a CPA with over 30 years of experience at the Foster School, where he served as Chair of the Accounting Department. He also earned MBA Professor of the Year and of the Quarter awards.

Jeffrey Riedinger, Vice Provost, UW Office of Global Affairs. Dr. Riedinger started at the UW in 2013, and he serves on our CIBER Advisory Board. Before joining the UW, he spent over 20 years at Michigan State University, including serving as their Dean of International Studies and Programs. He has extensive international experience, having conducted research or led study abroad programs in over 20 countries. Some of his international professional accomplishments include: catalyzing and facilitating multi-disciplinary, multi-college international research and project collaborations; developing and sustaining strategic partnerships with institutions abroad; enhancing incentives for faculty engagement in international research and teaching; and internationalizing curriculum and student life.

Tom Lee, Associate Dean, Academic and Faculty Affairs; Professor of Management. Dr. Lee has been a strong internal advocate for the Center since he became Associate Dean in 2004. He conducts global business research and regularly presents his findings to international audiences. Dr. Lee has been a visiting scholar at several of our partner institutions, and he actively supports our international partnerships and research collaborations. Dr. Lee has

published over 80 academic articles and won numerous research awards. He has served as Editor of the *Academy of Management Journal* and as President of the Academy of Management.

Kathryn Dewenter, Associate Professor of Finance and Business Economics. Dr.

Dewenter serves on our CIBER Advisory Board and on our MBA Study Tour Committee. As UW CIBER Faculty Director Emeritus (2000-2006), she continues to provide strategic guidance to the Center and its internationalization efforts. Her research and teaching interests include economic and corporate finance models in an international context, competing in a global economy, and macroeconomics. She has served as the Associate Editor for *Japan and the World Economy* and on the Editorial Review Board for *the Journal of International Studies in Business*.

In addition to the above faculty, UW CIBER is strongly supported by our Associate Deans for Masters Programs and Undergraduate Programs, Dan Turner and Stephan Sefcik, who both provide strategic guidance on our student initiatives. We also consult with Foster School Department Chairs: Xiao-Ping Chen, Jarrad Harford, Frank Hodge, Shailendra Jain, and Kamran Moinzadeh. Other faculty contributors include: Marie Anchooguy, Professor and Chair, Japan Studies Program, Jackson School of International Studies; Judith Wasserheit, Vice Chair and Professor, Department of Global Health; Michael Shapiro, Divisional Dean for the Humanities, College of Arts and Sciences and Professor, Asian Languages; and Leta Beard, Senior Lecturer in International Business. Faculty and staff resumes for key contributors are in Supplement 25.

University of Washington Employment Policies

The UW has an employment policy of equal opportunity regardless of race, color, creed, religion, national origin, citizenship, sex, age, marital status, sexual orientation, gender identity or expression, disability, or status as a disabled veteran or other protected veterans. In addition, the UW is committed to diversity in its workforce. The UW takes affirmative action to encourage applications and to employ qualified American Indians/Alaskan Natives, Asian/Pacific Islanders,

Blacks, Hispanics, women, persons age 40 and over, persons with disabilities, and Vietnam era and disabled veterans in areas where they are under-utilized. Specific employment outreach activities include: 1) monthly meetings with the 600 on-campus faculty and staff members of diversity affinity groups to review and promote job openings to them and their networks, 2) annual participation in citywide diversity career fairs, 3) postings to diversity listservs, and 4) ad hoc events with diversity professional organizations to encourage applications. The Foster School and UW CIBER fully support these equal opportunity recruitment efforts. In addition, the UW CIBER Director regularly communicates about openings with the Foster School's Director of Diversity as well as the Director of the Consulting and Business Development Center, which serves minority- and women-owned businesses in our region.

6. ADEQUACY OF RESOURCES

Leveraging resources through strategic collaboration

We are well-positioned to maximize the quality and impact of our programs by leveraging the resources and expertise of the Foster School, the UW, and our external partners. By collaborating with schools on campus, the business community, community colleges, and state and local government offices, we are able to maximize the effectiveness of our programs through matching funds, in-kind resources, and access to larger audiences that result in multiplier effects (Supplement 14 lists CIBER collaborations, and Supplement 18 details multiplier effects). We leverage support from our partners to diversify our sources of funds; these sources include support from the Foster School, endowment revenue, donations, and corporate sponsorships.

Our status as a federally-funded center is instrumental in helping us to create partnerships and collaborations, allowing us to provide outstanding programs that are funded both through the CIBER grant and through outside resources. Examples of grant-funded partnerships include the

Community College Export Plan Competition in collaboration with the Small Business Development Center and North Seattle Community College; **Business Case Development for Language Courses** in partnership with UW language departments; and the **Minority Business Conference and Cases** with faculty from MSIs. With matching funds, we offer such programs as the **Global Business Case Competition**, engaging business schools worldwide; **Global Consulting Projects** with nonprofits and private companies; and the **Global Virtual Team Practicum** in partnership with Keio Business School in Japan. With federal support, UW CIBER is positioned to strategically collaborate and to serve as a regional and national resource.

Financial design and cost-effectiveness

We are proud to say that in previous grant cycles we have effectively balanced our expenditures among our stakeholders – students, faculty, and the community – while working hard to minimize general operating expenses. We go one step further by reviewing individual programs to ensure that our costs are reasonable in relation to the objectives, design, and significance of each program. This review includes tracking costs, determining reasonableness, and assessing whether current programs are achieving desired outcomes. The following factors are considered to ensure the impact and cost effectiveness of each program:

Cost per Contact

In order to maximize the reach of UW CIBER programs, we support activities that affect the greatest number of people in the most significant way. Before implementing programs that have high short-run costs per contact, we ensure that these programs have broad long-term reach. For example, in determining whether or not to pursue new initiatives such as **Faculty Development in Asia** with matching funds, we conducted a cost-benefit analysis. In this case, the benefits from supporting faculty travel to Asia extend far beyond the faculty member. Students benefit from enhanced curriculum, and faculty members benefit from information

sharing with other faculty and from company visits in-country. Faculty members meet with Foster alumni working in Asia on these trips as well, making connections that strengthen our alumni network and the Foster School's ties to Asia.

Budget Detail and Workload Distribution

Based on our extensive experience in program management, we have a good sense of the potential for unexpected and hidden costs. We have therefore prepared very detailed budgets for all programs (Supplement 23), carefully considered the costs of outside services (e.g., transportation, publication), and factored in likely increases in salary and benefit costs over time.

Furthermore, we have considered the staff workload distribution, and have estimated the time demands of each program especially as they relate to key personnel. We have spread programs across the calendar year to ensure the manageability of each, and scheduled the launch of new programs at various times during the 4-year grant cycle to ensure that each program is given the time, resources, and attention required to be successful (see Supplements 21 and 22 for major milestones and timelines). The proposed project timeline is designed to allow us to both ensure quality and to continually innovate.

Institutional Resources

Foster School of Business

The Foster School enrolls more than 2,500 students each year. UW CIBER's Executive Director, Dean Jiambalvo, has consistently stressed that international programs are essential to the progress and the success of the Foster School. Therefore the School provides extensive financial support and resources to UW CIBER and will continue to do so during the next grant cycle. The support includes funds for salaries and operating expenses for programs initiated by UW CIBER. During the 2014-2018 grant cycle, UW CIBER staff will include five full-time staff members, an Executive Director at 3% time, a Faculty Director at 25% time, and two student assistants. The Foster School will provide salary support for approximately 50% of these

positions. In addition, a substantial amount of faculty time will be contributed to our projects by Foster School faculty. For example, 6 faculty members will lead the **CISB Language Tracks**. This program is managed by a staff member, Deanna Fryhle, at 80% time funded by the Undergraduate Program Office (see Supplement 25 for resumes).

Furthermore, two new state-of-the art buildings opened recently as part of an expanded campus for the Foster School. These new buildings serve as the hub of the Foster School and allow us to better collaborate with campus and business community partners. They provide space for major events and also house the offices of the MBA Career Center and Undergraduate Career Services Center. The Foster School is unique in having a career services center specifically for undergraduates, which allows for increased engagement with employers in the region.

University of Washington

UW CIBER is fortunate to draw on the exceptionally rich resources of the UW. Operating with an annual budget of \$6 billion, an enrollment of approximately 42,500 students, and more than 20 million square feet of space, the UW offers a wealth of academic resources that contribute to the success of UW CIBER programs. We are particularly pleased to work in partnership with the UW Office of Global Affairs under the leadership of Vice Provost Jeffrey Riedinger, who also serves on the UW CIBER Advisory Board.

The UW houses many international programs that create opportunities for collaboration. One of the UW CIBER's objectives during the 2014-2018 grant cycle is to leverage not only the strengths of the Foster School, but also the interdisciplinary strengths of the University.

The UW is one of the top institutions in the country in terms of the number of federally-funded Title VI National Resource Centers. These 8 NRCs include: the Canadian Studies Center; the Center for Global Studies; the Center for West European Studies; the East Asia Center; the

Ellison Center for Russia, East Europe and Central Asian Studies; the Middle East Center, the South Asia Center; and the Southeast Asia Center

Additionally, UW is home to 1 of 10 Asia-Pacific Economic Cooperation (APEC) Study Centers and 1 of 10 European Union Centers in the US. There are many other international programs and centers at UW, including: Asian Law Program; Center for Advanced Study & Research on Intellectual Property; Certificate in International Development; Confucius Institute; Instituto Cervantes; Latin American Studies Center; Marc Lindenberg Center for Humanitarian Action, International Development and Global Citizenship; Program on Climate Change; Research Center for International Economics; Technology and Social Change Group.

The UW offers instruction in 57 foreign languages, many of which are taught at the 3rd-year level or above. Furthermore, the UW offers 28 of the 78 languages that are considered less commonly taught languages, and 31 of the languages identified as areas of national need by the federal government. Through the **Business Language Instructional Resources** program, UW CIBER partners with the language departments and faculty to offer business language courses in Chinese, Japanese, Spanish, and Russian. Over the lifetime of the **CISB** program, students have combined 21 different languages with their business studies (see Supplement 13 for a complete listing of languages offered at the UW).

The UW Libraries serve 3 campuses and rank 21st among the 125 North American academic libraries that are members of the Association of Research Libraries, and 7th among public institutions in the US. The UW Libraries include 16 branches, 8 million cataloged volumes, over 8 million microforms, and 500,000 electronic books. Of the approximately 2.4 million cataloged social science volumes, over 25% support international studies. Approximately 1.5 million cataloged volumes are foreign language material. Extensive

collections of international materials and databases are also housed in the Foster Business Library, East Asia Library, and the Law Library. The UW Library system is also a member of a 37 school library consortium which shares over 250,000 books per year. Members of the consortium include community colleges and 4-year institutions across Washington, Oregon, and Idaho.

7. QUALITY OF PROJECT EVALUATION

We will begin this section by describing some lessons learned from our evaluation activities in the 2010-2014 grant cycle. Then we outline an improved, holistic evaluation plan for 2014-2018. We next describe our new evaluation efforts in detail. We note that our evaluation plan addresses assessment of programs, rather than simply accountability, because we believe, as Stufflebeam (Madaus, Scriven, Stufflebeam, 1983, p. 117) said, “The most important purpose of program evaluation is not to prove, but improve.” We briefly describe accountability activities at the end of this section.

Lessons learned from the previous evaluation plan

For the 2010-2014 grant cycle, we adopted a Logic Model to deepen our thinking in regards to project goals. The Logic Model helped us identify short-, medium- and long-term outcomes to track our success in meeting mandate goals. We also established an ongoing partnership with the UW’s Office of Education Assessment (OEA) to consistently and longitudinally assess our study abroad programs. One lesson learned is that we need to be more selective in choosing which programs to evaluate in depth. We also learned that not all programs need to be evaluated at short-, medium-, and long-term horizons.

The major success of our past evaluation plan is in the area of innovation and learning. We cultivate a culture of continual improvement, and we are always looking to improve even our most successful programs. For example, we have had great success in increasing the percentage

of Foster students who study abroad. But our ongoing assessment revealed that accounting students were underserved. In response, we created the **Business Core Abroad** program at the UW Rome Center during summer quarter. In its first year, the program was over-subscribed, a rare occurrence for new programs. In 2014, the second year, a majority of the participating students are focused on accounting, and program demand was more than double the available number of spaces. In the 2014-2018 grant cycle we plan to accommodate more students by offering additional course options, such as an accounting elective. With this addition to our existing programs, we have begun to serve a new population of students; with expansion in the 2014-2018 grant cycle, we will provide even greater access to a unique learning experience.

In addition to the internal assessments that we are continuously undertaking, we regularly work with independent external reviewers. In 2013, Dr. Joseph Massey, Professor Emeritus (Dartmouth), prepared an external review and reported the following strengths of UW CIBER:

- *CIBER **Management** team: professional, experienced, responsive and with high morale; highly regarded by all constituents*
- *High level of **international content** in the curriculum equal to peer schools*
- *Outstanding focus on **experiential** learning*
- *Wide variety of **languages** taught and inclusion of special courses on business language*
- *Strong focus on, and excellent links to, the **business community***
- *Strong and committed **CIBER advisory board***
- ***Alumni** links strong in US, fairly strong abroad*

The major constraints, according to Dr. Massey, are the limited funding and human resources for the myriad of programs that we run and would like to run. This feedback informed our thinking for this proposal and for all of our programming going forward. The lesson was that we needed to make some hard decisions about which ongoing programs we wanted to maintain. We plan to work with an independent external reviewer again in year 4 of the coming grant cycle.

One example of decision-making informed by external review regards our 10-year-old Global Social Entrepreneurship Competition. When, as Dr. Massey pointed out, resources are limited, it is critical to think about how programs are aligned with the Center mission. Although GSEC was a highly successful, marquee event, we came to the difficult decision that it is not well-aligned with our mission. We have therefore decided to re-direct our efforts in the social impact space, and we are working with advisory board members on strategic planning for the future. The **Business for Global Impact Series** in this proposal is a first step in that direction.

Holistic evaluation plan for 2014-2018

With our evaluation experiences in mind, we will focus on a holistic assessment plan for 2014-2018. This plan will incorporate quantitative and qualitative evaluation, with both short- and long-term time frames. The guiding principle is that effective assessment must happen at all stages of program life and we must constantly think beyond outcomes.

The model that we have chosen to implement is Stufflebeam's CIPP Model. In this model, complete program evaluation consists of four parts: **C**ontext evaluation, **I**ntput evaluation, **P**rocess evaluation, and **P**roduct (outcome) evaluation (see Supplement 27). Anchoring these four components is the core principle; in our case, the anchor is the authorizing statute of the CIBER and the project goals associated with the six mandates:

Mandate	Project goal
1	Build the capacity of US firms to compete in new markets
2	Increase opportunities for applied language and area studies learning
3	Support the creation of influential scholarship and teaching on global business issues
4	Deliver innovative global experiences to build a global mindset and develop career-ready talent
5	Leverage UW strengths and partner relationships to meet the needs of our trade-dependent region
6	Partner with regional institutions of higher education to build/grow capacity to succeed in global business

It is critical that we continuously apply all four types of evaluation. In **C**ontext evaluation, we ask: Do the goals of the particular program fit the larger context and goals of the

CIBER? Who is our target audience? What need(s) are we trying to meet? By evaluating the context we ensure that we continue to work in line with our greater goals and mission.

In **Input** evaluation, we ask: Does the program make the best use of our resources? Is there a better program fit for our resources? Have there been changes in constituents or staff? Have there been shifts in our strengths and opportunities? When we intentionally review our plans, we are deliberate and efficient in our use of resources.

In **Process** evaluation, we ask: Are we running the program efficiently and effectively? Assessing our implementation and performance during programs, we become open to innovative approaches.

We answer these first three questions with regular review and critical discussion. We have created a template (Supplement 29) to guide this review after program completion. The staff lead on each program will make initial review notes and lead the team-wide discussion.

To address the final P in CIPP, **Product** (outcome) evaluation, we will use several different methods. First, we will use the Government Performance and Results Act (GPRA) measures developed by the U.S. Department of Education (ED) to evaluate the overall success of the CIBER program. GPRA Measure 1, focused on professional advancement of CIBER program participants, will be addressed by delivering a survey developed by ED to our alumni network. The UW CIBER has a staff member focused on evaluation and a staff member focused on alumni. They will collaborate on maintaining a network of engaged alumni to whom the ED survey will be distributed. GPRA Measure 2, which looks at internationalizing curricula, is tied nicely to our establishment of **Joint Degree Programs** and our work with Highline Community College on **Export Career Pathways & Curriculum**. GPRA Measure 3, which links CIBER activities to US business exports, is directly related to our **National District Export Council**

Forum and **Export Readiness Programs**. GPRA Measures 2 and 3 will be addressed in the required performance reports we submit through the International Resource Information System (IRIS). We have identified several activities that relate to each of these two measures and will serve as the source of the data reported through IRIS.

In addition to the GPRA Measures, we have identified several Performance Measures, activities and metrics to support the evaluation of progress toward each of our six Project Goals (see Supplement 28). For example, one Performance Measure for Project Goal 2 is to “increase the number of graduates with one or more applied language/area studies experience(s).” The expansion of the **Doing Business in China** course and the creation of **Export Consulting Projects in Spanish** are two activities that will contribute to achieving this goal. We will measure these using metrics such as the number of students annually enrolled and the number of new clients. The Performance Measures will demonstrate, quantitatively and qualitatively, how we are doing across our activities, contributing to our **Product Evaluation**.

With the implementation of ED’s Project Goals and Performance Measures, we have transitioned our short- and medium-term outcomes (formerly captured in the Logic Model) to this new tool. However, as the Performance Goals focus more on the immediate, we also want to maintain a focus on long-term impact. The long-term impact statements (Supplement 30) guide our ongoing analysis of both the outcomes and the value of our activities. To determine long-term success, we will partner with an external evaluator in the UW’s Office of Education Assessment to undertake the Alumni Impact Studies (see section below).

Taking a more holistic approach and evaluating the **Context, Input, Process, and Product**, we ensure that we are aware of the changing landscape in which we are operating. When we intentionally review our plans, we are deliberate and efficient in our use of resources. Because

we are examining more than just outcome evaluation, we will assess our implementation of and performance during programs, and thus we become open to innovative approaches.

Feedback from evaluation to programs

Our new holistic approach to evaluation and assessment leads to productive program feedback. There are two levels of feedback from program assessment back to program design. The first is the review that we conduct after program completion. This is ongoing, and the results feedback into preparation for the next delivery of the program. These reviews will be guided by the CIPP model. We will review **P**roduct evaluation data available to us via surveys and attendance numbers, for example. We will use the meeting discussion template in Supplement 29 to guide our discussion around **C**ontext, **I**ntput, and **P**rocess evaluation. This model is not linear. The information gathered at each stage of evaluation informs the other stages. For example, after each **GBCC** we survey the participants, their faculty advisors, and the student organizers for their feedback and to gauge the impact of the program. This information, which evaluates the **P**roduct, will be drawn upon as we think about the **C**ontext, **I**ntput, and **P**rocess for the next year.

The second (and broader) form of feedback will be an annual gap analysis, in which we review the metrics and progress for each of our Project Goals. This is essentially using our CIPP model from a deeper and broader perspective. With the help of OEA and our advisory boards, we will identify and prioritize gaps. At our annual staff retreat, we will then develop an action plan for revising or adjusting our programs in priority order.

Evaluation support from the Office of Educational Assessment

We will continue to contract with OEA for ongoing evaluations and for implementing new impact evaluations. Dr. Angela Davis-Unger, OEA Research Scientist, will serve as UW CIBER's external evaluation consultant. Her focus will be on assessing the quality and impact of global experiences and foreign language training for Foster School students. Throughout the

current grant cycle we have worked together to conduct pre- and post- surveys of study abroad students. We will continue this going forward, and will develop new Alumni Impact Studies.

Through informal interactions we know that students are transformed by their experiences in our programs. We plan to deepen our understanding of this impact through Alumni Impact Studies. The first part will be a survey of UW CIBER alumni. It is anticipated that former students will not only respond based on their own experiences as students, but also will provide a business community and potential employer perspective. This evaluation effort will be developed in a phased process over the grant cycle, with the help of OEA. As indicated in Supplement 31, the process will begin with qualitative data collection (i.e., focus groups conducted with both current and former students), continue through survey development and administration, and conclude with data analysis and feedback to program design.

In addition, as we support many avenues for students to learn and apply new foreign languages and area studies, we want to understand how this knowledge impacts careers. The second part of the Alumni Impact Studies will be a longitudinal, comparative study of the biennial UW Alumni Survey. Starting a year after graduation, all UW alumni are asked questions regarding (1) satisfaction with UW contribution to individual development in (a) using a foreign language or (b) understanding and appreciating diverse philosophies and cultures, and (2) the importance of (a) using a foreign language or (b) understanding and appreciating diverse philosophies and cultures in their current primary activity (Supplement 32). As this survey is administered every two years, we can gain useful information from a longitudinal comparison of the responses of Foster School alumni to those of UW alumni in general. A comparison of the 2011 survey to the 2009 survey shows that there has been improvement in undergraduate students' acknowledgement of the importance of understanding and appreciating diverse

philosophies and cultures. A longitudinal study will help us to translate this kind of observation into improved programming.

We will also continue to work with OEA in administering and analyzing existing pre- and post-surveys of students taking part in study abroad experiences and in the undergraduate certificate program. Changes in students' knowledge, awareness, and perspective are surveyed to measure short-term outcomes of these programs (Supplement 33). In the 2014-2018 grant cycle, we will have at least five years of data from these surveys, so we will do our first longitudinal analysis of these data, which will contribute to our assessment of those programs' outcomes.

Accountability

There are many ways that we are accountable for our Center's activities. We will submit regular reports the US Department of Education on both the standard GPRA measures as well as our Project Specific Measures.

We are also accountable to our advisory boards. When we report our activities and plans to the CIBER Advisory Board, we get thoughtful feedback and value their suggestions. Our Global Business Advisory Board's Charter Statement is:

The board exists to serve as a resource and to connect the business community to the Center and its constituents in order to enhance the quality of global business education at the Foster School. The board believes that a strong CIBER provides the global ties and experiences that create globally-competent graduates, so that these graduates are prepared to contribute to the success of the business community,

GBAB continues to look for ways to engage more directly with students and faculty. This has resulted in Board subcommittees that are currently exploring a number of different avenues for engagement including the creation of, and engagement with the **Global Student Leaders Program**.

As an AACSB-accredited institution, we also regularly collect and report school-wide information on the scope and quality of our international activities. In addition, our Faculty

Director and Director meet monthly with Tom Lee, Associate Dean for Academic and Faculty Affairs, to report on UW CIBER programs and budgets.

Finally, we are accountable to our stakeholders: individual and corporate program sponsors, students, and University and community partners. Our sponsors regularly receive impact reports on the programs they sponsor. To faculty and students we disseminate “success stories” and share data that drives our innovations and improvements to programs.

Summary

Our evaluation plan for 2014-2018 is shaped by lessons from our previous evaluation efforts, our drive for continual improvement, and our accountability, particularly to our stakeholders. Focusing our mindset on delivering outcomes that move us toward our Project Goals, while always thinking about the context and inputs of the work we undertake, will allow us to continually improve the work we do to further the “Nation’s capacity for international understanding and economic enterprise.”

Supplement #1: CIBER Advisory Board Members

(A) *One representative of an administrative department or office of the institution of higher education:*

- Jeffrey Riedinger, Vice Provost of Global Affairs, University of Washington

(B) *One faculty representative of the business or management school or department of the institution:*

- Kathryn Dewenter, Associate Professor, Finance, Foster School of Business, University of Washington
- Tom Lee, Associate Dean for Academic & Faculty Affairs, Foster School of Business, University of Washington

(C) *One faculty representative of the international studies or foreign language school or department of the institution*

- Marie Anchordoguy, Professor and Chair, Japan Studies Program, Jackson School of International Studies, University of Washington

(D) *One faculty representative of another professional school or department of the institution:*

- Dana Raigrodski, Executive Director, Global Affairs, School of Law, University of Washington
- Judith Wasserheit, Vice Chair & Professor, Department of Global Health; Professor, School of Medicine, University of Washington

(E) *Representatives of local or regional businesses or firms:*

- Jonathan Bensky, Washington District Export Council
- Maria Bianchi-Lastra, International Business Development Professional
- Bill Burkland, Senior Project Manager, Amazon
- Justin Calvo, Global Digital Marketing Director, Avanade
- David Coats, Founder, Bucky, Inc.
- Greg Dalzell, Senior Vice President, Corporate Foreign Exchange, Wells Fargo
- Umit Gokce, Founder/President, UBG, LLC
- Jim Kern, President, International Market Brands
- Ann Lesperance, Deputy Director, Regional Programs, Pacific Northwest National Laboratory
- Carrie Pederson, China Business Development Consultant
- Mark Wen, Commercial Strategy Manager, Port of Seattle

(F) *One representative appointed by the Governor of the State in which the institution is located whose normal responsibilities include official oversight or involvement in State-sponsored trade-related activities or programs:*

- Mary Trimarco, Assistant Director, Business Services Division, Washington State Department of Commerce

Supplement #1: CIBER Advisory Board Members

(G) *Such other individuals as the institution of higher education deems appropriate:*

- Debadutta Dash, Co-Chair, Washington State and India Trade Relations Action Committee
- Takuya Habu, President, MBA Global Business Association; MBA 2015, Foster School of Business, University of Washington
- Sam Kaplan, President, Trade Development Alliance
- Meg Ryan, Director, Center of Excellence for Global Trade and Supply Chain Management, Highline Community College
- September Secrist, International Trade Specialist, U.S. Commercial Service*
- Honorio Todino, Faculty, International Business, North Seattle College

*Board Chair

Supplement #2: CIBER Advisory Board Meeting Dates: 1990 – 2014

The UW CIBER Advisory Board was established on April 27, 1990. In addition to the meetings listed below, UW CIBER also has a corporate advisory board that meets at least twice each year.

Year	Meeting Dates
1990	4/27, 11/1
1991	10/10, 11/8
1992	2/12, 6/15, 10/14
1993	1/13, 4/13, 6/9, 10/6
1994	2/24, 6/13, 12/19
1995	3/14, 6/12, 9/27, 12/7
1996	3/7, 5/16, 9/26, 11/6
1997	2/26, 6/5, 10/30
1998	2/26, 5/21, 8/4, 11/1
1999	2/18, 6/2, 9/23
2000	1/20, 4/27, 9/7
2001	2/8, 5/17, 10/30
2002	6/6, 10/17
2003	4/29, 10/30
2004	5/26, 10/28
2005	3/24, 5/26, 10/27
2006	6/15, 11/2
2007	6/21, 10/25
2008	6/12, 11/13
2009	5/14, 10/8
2010	7/20, 11/17
2011	6/16
2012	10/17
2013	4/24, 10/16
2014	4/23, 10/8

CIBE Assurance Form

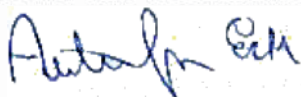
INSTRUCTIONS: Applicants are required to provide the following assurance. This assurance form must be signed by the authorized representatives of the applicant. Upload this form as item #2 in the Other Narrative Attachment Form section of the e-application.

The applicant hereby assures and certifies that:

1. In addition to conducting the extensive planning activities required under the eligibility section of the statute, the Center Advisory Council shall meet not less than once a year after the establishment of the Center to assess and advise on the programs and activities conducted by the Center;
2. There shall be ongoing collaboration in the establishment and operation of the Center by faculty of the business, management, foreign language, international studies and other professional schools or departments, as appropriate;
3. The education and training programs of the Center will be open to students concentrating in each of these respective areas, as appropriate, and that diverse perspectives will be made available to students in these programs.
4. The applicant will use the assistance provided under this program to supplement and not to supplant activities already being conducted by the applicant.

Autumn F. Eck
Grant & Contract Administrator
Authorized Signing Official
Office of Sponsored Programs

Name and Title of Authorized Representative



Signature

06/17/14

Date

Congress of the United States
Washington, DC 20510

June 13, 2014

The Honorable Mr. Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

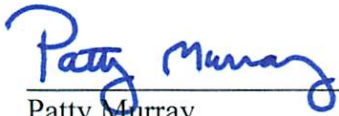
We are pleased to write in support of the Foster School of Business at the University of Washington's application for funding from the U.S. Department of Education under the Centers for International Business Education and Research (CIBER) program.

The University of Washington CIBER program offers global business education programs that annually benefit over 6,000 students, faculty, and community members throughout the Pacific Northwest, one of our nation's most trade-dependent regions. The educational benefits include new collaborations with community colleges and minority-serving institutions, such as the Export Career Pathways and Curriculum, which will improve career opportunities for students in areas of economic growth. The broader business and academic communities will benefit as they learn together from leading NW companies, such as Microsoft and Boeing, about how to achieve success in Asian markets. As the only CIBER in the Pacific Northwest, housed in the region's leading research university, the University of Washington CIBER program, is uniquely positioned to deliver high quality education and research that will directly contribute to U.S. global competitiveness.

With funding from the Department of Education, the University of Washington CIBER program will continue to offer innovative programs that give students and others the tools and training they need to do business in a global economy. The University of Washington CIBER program serves as a national model for language learning, minority enterprise development, and applied learning in international business. The presence of the highly successful CIBER program at the University of Washington is extremely valuable to the economic competitiveness and prosperity of our region and the nation.

Thank you for your consideration of their application. Please do not hesitate to contact our offices with any questions you may have.

Sincerely,



Patty Murray
United States Senator



Jim McDermott
Member of Congress



Maria Cantwell
United States Senator



UNIVERSITY of WASHINGTON

Michael K. Young
President

June 13, 2014

The Honorable Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to express my strong support for the proposal from the Michael G. Foster School of Business at the University of Washington (UW) to renew grant funding from the U.S. Department of Education for the Center for International Business Education and Research (CIBER).

The UW is committed to preparing all students for citizenship in a global society. We are strengthening the alignment of our teaching, research, and service with the challenges of our global economy. The CIBER mandates directly tie into the University's commitment to international education and recognition that we can better meet the needs of the U.S. and the world through international collaboration.

Globally connected education is the key to the future. We at the University of Washington are fully engaged internationally:

- Much of our \$1 billion in annual research funding is focused on global challenges and opportunities;
- We offer the largest study abroad program on the West Coast, with more than 350 program options to 60 countries;
- It is our goal that every UW student has an international experience;
- UW now has operations in Leon, Spain and Rome, Italy, as well as an office in Beijing, China.

The UW CIBER has distinguished itself by developing and promoting a variety of high-quality opportunities for students, faculty, and the community. The Business Core Abroad program helps ensure that all business students have the skills needed to secure jobs. The Northwest Start-Ups Go Global program supports enterprises that originate from research

June 13, 2014

Page 2

universities across the region by helping young companies determine and achieve their global objectives. Finally, the New Directions in Faculty Research program supports faculty at the UW who are doing cutting edge global research on topics directly tied to U.S. global competitiveness. In our increasingly global economy, these initiatives are more important than ever in ensuring that the University of Washington meets the needs of our students, our region, and our nation.

UW CIBER also aims to serve the entire university community by offering new programs such as those focused on the role of business in global health and development, joint graduate degrees with the Jackson School of International Studies, and applied language courses. I am particularly pleased to note the new partnerships UW CIBER has developed with community colleges and minority-serving institutions that will contribute to the globalization of business education for underserved populations.

UW CIBER has become a very important resource to the University, the region, and the nation. I enthusiastically endorse the grant application to ensure UW CIBER's success through 2018 and beyond.

Sincerely,

A handwritten signature in blue ink, appearing to read "Michael K. Young", is written over the printed name.

Michael K. Young

The Honorable Mr. Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202



May 22, 2014

Dear Secretary Duncan:

As chairs of the CIBER Advisory Board and the Global Business Advisory Board respectively, we would like to express the full support of both boards for the University of Washington's 2014-2018 federal grant application to the Center for International Business Education and Research (CIBER) program.

We are strong supporters of UW CIBER because we believe in its mission of building global business expertise through high-quality educational programs. Opportunities like the Global Consulting Projects and Export Readiness Programs provide students with applied learning experiences while offering businesses the tools they need to grow and enter foreign markets. This combination equips students with invaluable skills and strengthens the global business community.

Our board members are vocal advocates as well as personally engaged in these programs including speaking to students, judging at global case competitions, partnering on community events, donating scholarship and sponsorship support, serving as mentors, supporting curriculum development and research projects, and providing internships. We look forward to continued participation in these areas and others in the future.

As the global economy continues to change, the significance of global business education has never been more important for our next generation of global leaders. As representatives of all of the constituent groups the CIBER program was designed to serve, we are committed to supporting you and the CIBER team in delivering that education to our community.

Sincerely,

A handwritten signature in cursive script, appearing to read "September Secrist".

September Secrist
Chair, CIBER Advisory Board
U.S. Commercial Service

A handwritten signature in cursive script, appearing to read "Roei Ganzarski".

Roei Ganzarski
Chair, Global Business Advisory Board
CEO, Bold IQ

On behalf of CIBER Advisory Board members:

Marie Anchordoguy, Professor and Chair, Japan Studies Program, Jackson School of International Studies, UW
Jonathan Bensky, Washington District Export Council
Maria Bianchi-Lastra, International Business Development Professional
Bill Burkland, Senior Product Manager, Amazon
Justin Calvo, Global Digital Marketing Director, Avanade
David Coats, Founder, Bucky Inc.
Greg Dalzell, Senior Vice President, Corporate Foreign Exchange, Wells Fargo
Debadutta Dash, Co-Chair, Washington State and India Trade Relations Action Committee
Kathryn Dewenter, Associate Professor, Finance, Foster School of Business, UW
Umit Gokce, Founder/President, UBG, LLC
Takuya Habu, Global Business Association President, Foster School of Business, UW
Sam Kaplan, President, Trade Development Alliance
Jim Kern, President, International Market Brands
Tom Lee, Associate Dean for Academic & Faculty Affairs, Foster School of Business, UW
Ann Lesperance, Deputy Director, Regional Programs, Pacific Northwest National Laboratory
Carrie Pederson, China Business Development Consultant
Dana Raigrodski, Executive Director, Global Affairs, UW School of Law
Jeffrey Riedinger, Vice Provost for Global Affairs, UW
Meg Ryan, Director, Center of Excellence for Global Trade and Supply Chain Management, Highline Community College
Honorio Todino, Faculty, International Business, North Seattle College
Judith Wasserheit, Vice Chair & Professor, Department of Global Health, UW
Mark Wen, Commercial Strategy Manager, Port of Seattle

On behalf of Global Business Advisory Board members:

Hans Aarhus, MBA, Foster School of Business (1989)
Marco Abbruzzese, Regional Managing Director, Wells Fargo Private Bank
Larry Calkins, Senior Vice President, Finance and Information Technology, Holland America Line
Dean DeCrease, Founder, DayTender
Ken Dixon, Former Partner, Deloitte & Touche LLP
Julian Eames, Senior Vice President, Business Operations, F5 Networks
Bill Franklin, President, Franklin International.
Roei Ganzarski, Chief Executive Officer, Bold IQ
David Hovind, Former President, PACCAR
Charles Jemley, Senior Vice President, Finance, Starbucks Coffee International
Gary Kotzen, Vice President, GMM Corporate Foods, Costco Wholesale Corporation
Pradeep Narayan
Ray Risco, President, Weyerhaeuser Solutions, Weyerhaeuser
Nobutoshi Takahashi, General Manager, The Bank of Tokyo-Mitsubishi UFJ, Ltd.
Mauricio Vivero, Executive Director, Seattle International Foundation
Jeri Wait, Founder, Orcawave
Jennifer Wallis, Division Manager, JP Morgan Chase



9600 College Way North
Seattle, WA 98103-3154
(206) 934-3600

May 29, 2014

The Honorable Mr. Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Duncan

I am writing in support of the University of Washington (UW) proposal to renew grant funding from the U.S. Department of Education for the Center for International Business Education and Research (CIBER). The CIBER mandates directly tie to the UW and North Seattle's international education commitment and objectives—no longer can any institution think of economies or the workforce in anything short of global terms.

The significance and need for global understanding and competitiveness continues to grow nationally and specifically for the Pacific Northwest, one of the nation's most trade dependent regions. By expanding international business education opportunities in this region, our partnership can provide access to a wider range of students. With the recent launch of North Seattle College's new International Business Bachelor of Applied Science degree, there are valuable synergies between our international business activities. We are already discussing deeper ways to share resources and best practices between our degree programs and beyond to colleagues at community colleges and minority-serving institutions throughout the region.

We are also excited to collaborate on piloting the Community College Export Plan Competition with UW CIBER. This program will provide a hands-on experiential learning opportunity for community college students directly tied to global business needs. As a member of the UW CIBER Advisory Board and the Northwest International Business Educators Network created by UW CIBER, we also look forward to partnering on faculty development workshops and grants over the next 4 years.

Our relationship with UW CIBER is vital to our success as an institution and as a region. Thank you for continuing to support this vital program that contributes to our partnership and U.S. global competitiveness.

Sincerely,

A handwritten signature in black ink, appearing to read "Terry J. Cox".

Terry J. Cox EdD, MBA
Dean of the Business, Engineering, and Information Technology (BEIT) Division
North Seattle College



Pete Pinney
Acting Executive Dean
(907) 474-7143
1-866-478-2721
(907) 474-5824 Fax

Office of Rural, Community and Native Education
Office of the Vice Chancellor/Executive Dean
College of Rural and Community Development
PO Box 756500, Fairbanks, Alaska 99775-6500
www.uaf.edu/rural

June 17, 2014

Nadine Fabbi, Associate Director
Canadian Studies Center
Henry M. Jackson School of International Studies
Box 353650
University of Washington
Seattle, Washington 98195

Dear Ms. Fabbi:

The UAF College of Rural and Community Development (CRCD) is interested in collaboration with your Arctic studies programming. Five of our branch campuses and our statewide Department of Alaska Native Studies and Rural Development (a program that is not associated with any one campus but all our inside CRCD are separated from the Fairbanks campus by geography and have Alaska Native-Serving Institution status, thereby eligible for Title III funding, not only for the DOE but also USDA's NIFA program for Alaska Native/Native Hawaiian funding.

The campus directors already share faculty through a cross-regional scheduling of courses. The biologists and ethnobotanists are primarily located at the Kuskokwim Campus in Bethel, our neurobiologist is at the Chukchi Campus in Kotzebue, and the environmental faculty are at the Bristol Bay Campus in Dillingham. Our Rural Development faculty serve the entire state. All are very keen to promote research, undergraduate and applied, on issues and leadership in the entire arctic region, from the environment to the economy.

I look forward to assisting in activities that could range from student and faculty exchanges to shared course or program opportunities.

Sincerely,

Pete Pinney, Acting Executive Dean



UNIVERSITY OF
ALASKA
FAIRBANKS

America's Arctic University
UAF is an AA/EEO employer and educational institution.

Supplement # 8: 2014-2018 Grant Overview

	1	2	3	4	5	6
Grant Mandates	Be national resources for the teaching of improved business techniques, strategies, & methodologies that emphasize the int'l context in which business is transacted	Provide instruction in critical foreign languages & international fields needed to provide an understanding of the cultures and customs of US trading partners	Provide research and training in the international aspects of trade, commerce, & other fields of study	Provide training to students enrolled in the institution, or combinations of institutions, in which a center is located	Serve as regional resources to businesses proximately located by offering programs & providing research designed to meet the int'l training needs of these businesses	Serve other faculty, students & institutions of higher education located within their region
Project Goals	Build the capacity of U.S. firms to compete in new markets.	Increase opportunities for applied language and area studies learning	Support the creation of influential scholarship and teaching on global business issues.	Deliver innovative global experiences to build a global mindset and develop career-ready talent .	Leverage UW strengths and partner relationships to meet the needs of our trade-dependent region .	Partner with regional institutions of higher education to build capacity to succeed in global business.
Foundational Programs	Global Business Case Competition Trademarks & Licensing Biennial Conferences MSIs and Global Competitions CIBER Business Language Conference NASBITE Conference & Certification	Business Language Instructional Resources Certificate of International Studies in Business Language Tracks Business Language Case Competition Language Diplomas	Faculty/PhD Research & Travel Grants Library & Data Grants Departmental Seminar Support Doctoral Consortium in Operations Management	Certificate & Degree Programs Study Abroad Programs MBA Global Business Study Tours International Internships Holland America Line Global Case Competition Conversations with Global Executives Global Business Forum Global Biz Week	MBA & Undergraduate Strategic Consulting Executive & Technology Management MBA Study Tours Global Leadership & Strategy Program Community Programs	Northwest International Business Educators Network National Business Institutes for Community College Faculty Community College Master Teacher Institute
New Initiatives	Global Economic Outlook Global Cities Initiative Minority Business Conference & Cases National District Export Council Forum National Center for APEC Briefings Net Impact Conference	Doing Business in China Course Export Consulting Projects in Spanish CISB Business Language Case Competition Business Case Development for Language Courses Business Language Scholarships	New Directions in Faculty Research Faculty Development in Asia NW Start-Ups Go Global Global Virtual Team Practicum Study Abroad Development Grants Institute for Health and Global Change	Global Consulting Projects Business Core Abroad Global Supply Chain Study Tours Middle East Course & Overseas Seminar Business of Global Health Programs Joint Degree Programs Global Business for High Schools Global Student Leaders Program	Northwest Perspectives on Doing Business in Asia Arctic Institute and Leadership Program Export Readiness Programs NW Global Business Speakers Roadshow Business for Global Impact Series Tateuchi Asian Business Distinguished Speaker Series	Community College Export Plan Competition Export Career Pathways & Curriculum Regional International Case Competition Regional BISNET AIB West

PR/Award # P220A140006

Supplement #9: Meeting the Purpose of the Authorizing Statute

Grant Mandates	Be national resources for the teaching of improved business techniques, strategies, and methodologies that emphasize the int'l context in which business is transacted	Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of US trading partners	Provide research and training in the international aspects of trade, commerce, and other fields of study	Provide training to students enrolled in the institution, or combinations of institutions, in which a center is located	Serve as regional resources to businesses proximately located by offering programs and providing research designed to meet the int'l training needs of these businesses	Serve other faculty, students and institutions of higher education located within their region
Mandate 1 - National Resources						
Global Business Case Competition	♦			*	*	*
Trademarks and Licensing Biennial Conferences	♦		*	*	*	*
MSIs and Global Competitions	♦			*		*
CIBER Business Language Conference	♦	*	*			*
NASBITE Conference & Certification	♦				*	*
Global Economic Outlook	♦		*	*	*	*
Global Cities Initiative	♦		*	*	*	
Minority Business Conference & Cases	♦		*		*	*
National District Export Council Forum	♦				*	
National Center for APEC Briefings	♦			*	*	
Net Impact Conference	♦			*	*	*
Mandate 2 - Critical Foreign Languages						
Business Language Instructional Resources	*	♦	*	*		
Certificate of International Studies in Business Language Tracks		♦		*		
Business Language Case Competition		♦		*		*
Language Diplomas		♦		*		
Doing Business in China Course		♦		*		
Export Consulting Projects in Spanish		♦		*	*	
CISB Business Language Case Competitions		♦		*		
Business Case Development for Language Courses	*	♦		*		*
Business Language Scholarships		♦		*		
Mandate 3 - Research & Training						
Faculty/PhD Research and Travel Grants	*		♦			

♦ = Indicates the primary mandate that each program serves

* = Indicates the other mandates addressed by each program

Supplement #9: Meeting the Purpose of the Authorizing Statute

Grant Mandates	Be national resources for the teaching of improved business techniques, strategies, and methodologies that emphasize the int'l context in which business is transacted	Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of US trading partners	Provide research and training in the international aspects of trade, commerce, and other fields of study	Provide training to students enrolled in the institution, or combinations of institutions, in which a center is located	Serve as regional resources to businesses proximately located by offering programs and providing research designed to meet the int'l training needs of these businesses	Serve other faculty, students and institutions of higher education located within their region
Mandate 3 - Research & Training (continued)						
Library & Data Grants			♦	*		*
Departmental Seminar Support			♦			
Doctoral Consortium in Operations Management	*		♦	*		*
New Directions in Faculty Research	*		♦			
Faculty Development in Asia		*	♦			
NW Start-Ups go Global	*		♦		*	
Global Virtual Team Practicum			♦	*		
Study Abroad Development Grants		*	♦			
Institute for Health and Global Change	*		♦			
Mandate 4 - Training for Students						
Certificate & Degree Programs		*		♦		
Study Abroad Programs		*		♦		
MBA Global Business Study Tours		*		♦		
International Internships		*		♦	*	
Holland America Line Global Case Competition				♦		
Conversations with Global Executives				♦		
Global Business Forum		*		♦		
Global Biz Week		*		♦		
Global Consulting Projects		*		♦	*	
Business Core Abroad		*		♦		
Global Supply Chain Study Tours		*		♦		
Middle East Course & Overseas Seminar		*		♦		
Business of Global Health Programs				♦	*	*
Joint Degree Programs		*		♦		
Global Business for High Schools	*	*		♦		*
Global Student Leaders Program				♦		

♦ = Indicates the primary mandate that each program serves

* = Indicates the other mandates addressed by each program

Supplement #9: Meeting the Purpose of the Authorizing Statute

Grant Mandates	Be national resources for the teaching of improved business techniques, strategies, and methodologies that emphasize the int'l context in which business is transacted	Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of US trading partners	Provide research and training in the international aspects of trade, commerce, and other fields of study	Provide training to students enrolled in the institution, or combinations of institutions, in which a center is located	Serve as regional resources to businesses proximately located by offering programs and providing research designed to meet the int'l training needs of these businesses	Serve other faculty, students and institutions of higher education located within their region
Mandate 5 - Regional Resources to Businesses						
MBA and Undergraduate Strategic Consulting				*	♦	
Executive & Technology Management MBA Study Tours				*	♦	
Global Leadership & Strategy Program				*	♦	
Community Programs	*		*	*	♦	
Northwest Perspectives on Doing Business in Asia	*				♦	*
Arctic Institute and Leadership Program	*		*	*	♦	*
Export Readiness Programs					♦	
NW Global Business Speakers Roadshow					♦	*
Business for Global Impact Series	*			*	♦	*
Tateuchi Asian Business Distinguished Speaker Series				*	♦	*
Mandate 6 - Regional Faculty, Students & Institutions						
Northwest International Business Educators Network	*		*			♦
National Business Institutes for Community College Faculty	*		*			♦
Community College Master Teacher Institute	*		*			♦
Community College Export Plan Competition				*	*	♦
Export Career Pathways & Curriculum				*		♦
Regional International Case Competition				*		♦
Regional BISNET			*			♦
AIB West	*		*			♦

♦ = Indicates the primary mandate that each program serves

* = Indicates the other mandates addressed by each program

Supplement # 10: Competitive and Invitational Priorities Chart

Programs	Competitive Priorities		Invitational Priorities	
	Collaboration with a Professional Association or Business	Collaboration with Minority-Serving Institutions (MSIs) or Community Colleges	Programs or Activities Focused on Language Instruction and/or Performance Testing and Assessment	Collaborative Activities and Partnerships with Institutions in Sub-Saharan Africa, South Asia, or Southeast Asia
Mandate 1 - National Resources				
Global Business Case Competition				♦
Trademarks & Licensing Biennial Conferences				
MSIs and Global Competitions		♦		
CIBER Business Language Conference				
NASBITE Conference & Certification				
Global Economic Outlook				
Global Cities Initiative	♦			
Minority Business Conference & Cases		♦		
National District Export Council Forum				
National Center for APEC Briefings	♦			♦
Net Impact Conference	♦			
Mandate 2 - Critical Foreign Languages				
Business Language Instructional Resources			♦	
Certificate of International Studies in Business Language Tracks			♦	
Business Language Case Competition			♦	
Language Diplomas			♦	
Doing Business in China Course			♦	
Export Consulting Projects in Spanish	♦		♦	
CISB Business Language Case Competition			♦	
Business Case Development for Language Courses			♦	
Business Language Scholarships			♦	
Mandate 3 - Research & Training				
Faculty/PhD Research & Travel Grants				
Library & Data Grants				
Departmental Seminar Support				
Doctoral Consortium in Operations Management				
New Directions in Faculty Research				♦
Faculty Development in Asia				♦

Supplement # 10: Competitive and Invitational Priorities Chart

Programs	Competitive Priorities		Invitational Priorities	
	Collaboration with a Professional Association or Business	Collaboration with Minority-Serving Institutions (MSIs) or Community Colleges	Programs or Activities Focused on Language Instruction and/or Performance Testing and Assessment	Collaborative Activities and Partnerships with Institutions in Sub-Saharan Africa, South Asia, or Southeast Asia
Mandate 3 - Research & Training (continued)				
NW Start-Ups Go Global	♦			
Global Virtual Team Practicum				
Study Abroad Development Grants				
Institute for Health and Global Change				
Mandate 4 - Training for Students				
Certificate & Degree Programs				
Study Abroad Programs				♦
MBA Global Business Study Tours	♦			♦
International Internships	♦			
Holland America Line Global Case Competition				
Conversations with Global Executives				
Global Business Forum				
Global Biz Week				
Global Consulting Projects	♦			♦
Business Core Abroad				♦
Global Supply Chain Study Tours				
Middle East Course & Overseas Seminar				
Business of Global Health Programs				♦
Joint Degree Programs				
Global Business for High Schools				
Global Student Leaders Program	♦			
Mandate 5 - Regional Resources to Businesses				
MBA & Undergraduate Strategic Consulting	♦			
Executive & Technology Management MBA Study Tours				
Global Leadership & Strategy Program				
Community Programs				
Northwest Perspectives on Doing Business in Asia				
Arctic Institute and Leadership Program	♦	♦	♦	
Export Readiness Programs	♦			
NW Global Business Speakers Roadshow				
Business for Global Impact Series				
Tateuchi Asian Business Distinguished Speaker Series				
Northwest International Business Educators Network		♦		
National Business Institutes for Community College Faculty		♦		

Supplement # 10: Competitive and Invitational Priorities Chart

Programs	Competitive Priorities		Invitational Priorities	
	Collaboration with a Professional Association or Business	Collaboration with Minority-Serving Institutions (MSIs) or Community Colleges	Programs or Activities Focused on Language Instruction and/or Performance Testing and Assessment	Collaborative Activities and Partnerships with Institutions in Sub-Saharan Africa, South Asia, or Southeast Asia
Mandate 6- Regional Faculty, Students & Institutions (continued)				
Community College Master Teacher Institute		♦		
Community College Export Plan Competition	♦	♦		
Export Career Pathways & Curriculum	♦	♦		
Regional International Case Competition		♦		
Regional BISNET		♦		
AIB-West	♦	♦		

Supplement # 11: Mandatory and Permissible Activities Chart

Programs	Mandatory Activities						Permissible Activities					
	Interdisciplinary programs incorporating language & international studies into business curricula	Interdisciplinary programs providing business training for foreign language & int'l studies faculty/students	Programs such as intensive language programs for the business community to enhance international skills	Collaborative programs involving other institutions	Research to strengthen int'l aspects of business education	Research designed to promote the international competitiveness of business	Establishment of overseas internships	Linkages with foreign institutions	Summer Institutes in international business, foreign area studies, foreign languages, and international studies	Development of study abroad opportunities	Outreach to other institutions	Programs encouraging the advancement and understanding of technology-related disciplines
Mandate 1 - National Resources												
Global Business Case Competition	♦			♦				♦			♦	
Trademarks & Licensing Biennial Conferences				♦								
MSIs and Global Competitions	♦			♦							♦	
CIBER Business Language Conference		♦		♦							♦	
NASBITE Conference & Certification			♦	♦	♦	♦						
Global Economic Outlook			♦									♦
Global Cities Initiative		♦		♦		♦					♦	♦
Minority Business Conference & Cases	♦		♦	♦							♦	
National District Export Council Forum			♦	♦								
National Center for APEC Briefings	♦		♦	♦		♦						
Net Impact Conference	♦		♦	♦								
Mandate 2 - Critical Foreign Languages												
Business Language Instructional Resources	♦	♦			♦							
Certificate of International Studies in Business Language Tracks	♦									♦		
Business Language Case Competition	♦			♦								
Language Diplomas	♦											
Doing Business in China Course	♦	♦										
Export Consulting Projects in Spanish	♦			♦								
CISB Business Language Case Competition	♦			♦								
Business Case Development for Language Courses		♦		♦								
Business Language Scholarships	♦							♦	♦	♦	♦	
Mandate 3 - Research & Training												
Faculty/PhD Research & Travel Grants					♦	♦						♦
Library & Data Grants					♦	♦						
Departmental Seminar Support					♦	♦		♦			♦	♦
Doctoral Consortium in Operations Management				♦	♦				♦		♦	♦
New Directions in Faculty Research	♦				♦							♦

Supplement # 11: Mandatory and Permissible Activities Chart

Programs	Mandatory Activities						Permissible Activities					
	Interdisciplinary programs incorporating language & international studies into business curricula	Interdisciplinary programs providing business training for foreign language & int'l studies faculty/students	Programs such as intensive language programs for the business community to enhance international skills	Collaborative programs involving other institutions	Research to strengthen int'l aspects of business education	Research designed to promote the international competitiveness of business	Establishment of overseas internships	Linkages with foreign institutions	Summer Institutes in international business, foreign area studies, foreign languages, and international studies	Development of study abroad opportunities	Outreach to other institutions	Programs encouraging the advancement and understanding of technology-related disciplines
Mandate 3 - Research & Training (continued)												
Faculty Development in Asia	♦			♦	♦			♦		♦	♦	
NW Start-Ups Go Global			♦	♦	♦	♦					♦	♦
Global Virtual Team Practicum	♦			♦				♦			♦	
Study Abroad Development Grants	♦									♦	♦	
Institute for Health and Global Change					♦							♦
Mandate 4 - Training for Students												
Certificate & Degree Programs	♦	♦						♦				♦
Study Abroad Programs	♦	♦		♦				♦	♦	♦	♦	
MBA Global Business Study Tours	♦	♦		♦				♦		♦	♦	
International Internships				♦			♦	♦			♦	
Holland America Line Global Case Competition	♦											
Conversations with Global Executives												
Global Business Forum	♦	♦										
Global Biz Week										♦		
Global Consulting Projects	♦	♦		♦				♦		♦		
Business Core Abroad	♦			♦				♦		♦	♦	
Global Supply Chain Study Tours	♦	♦		♦				♦		♦	♦	♦
Middle East Course & Overseas Seminar	♦	♦		♦				♦		♦	♦	
Business of Global Health Programs	♦	♦		♦				♦		♦	♦	
Joint Degree Programs	♦	♦										
Global Business for High Schools	♦			♦							♦	
Global Student Leaders Program	♦										♦	
Mandate 5 - Regional Resources to Businesses												
MBA & Undergraduate Strategic Consulting	♦											♦
Executive & Technology Management MBA Study Tours	♦			♦				♦		♦	♦	♦
Global Leadership & Strategy Program			♦						♦			
Community Programs			♦									
Northwest Perspectives on Doing Business in Asia			♦									
Arctic Institute and Leadership Program			♦	♦		♦		♦				
Export Readiness Programs	♦		♦	♦								

Supplement # 11: Mandatory and Permissible Activities Chart

Programs	Mandatory Activities						Permissible Activities					
	Interdisciplinary programs incorporating language & international studies into business curricula	Interdisciplinary programs providing business training for foreign language & int'l studies faculty/students	Programs such as intensive language programs for the business community to enhance international skills	Collaborative programs involving other institutions	Research to strengthen int'l aspects of business education	Research designed to promote the international competitiveness of business	Establishment of overseas internships	Linkages with foreign institutions	Summer Institutes in international business, foreign area studies, foreign languages, and international studies	Development of study abroad opportunities	Outreach to other institutions	Programs encouraging the advancement and understanding of technology-related disciplines
Mandate 5 - Regional Resources to Business (continued)												
NW Global Business Speakers Roadshow			♦	♦								
Business for Global Impact Series	♦	♦	♦	♦								
Tateuchi Asian Business Distinguished Speaker Series	♦	♦	♦	♦								
Mandate 6- Regional Faculty, Students & Institutions												
Northwest International Business Educators Network	♦			♦	♦	♦					♦	
National Business Institutes for Community College Faculty	♦			♦					♦			
Community College Master Teacher Institute	♦			♦	♦				♦		♦	
Community College Export Plan Competition	♦		♦	♦							♦	
Export Career Pathways & Curriculum				♦							♦	♦
Regional International Case Competition	♦			♦							♦	
Regional BISNET	♦			♦						♦	♦	
AIB-West			♦	♦	♦	♦					♦	

Supplement #12: Foundational Program Descriptions

Note: Descriptions of New Initiatives, occasionally referenced in bold below, provided in Section 1.

Mandate #1 – Be a national resource for the teaching of improved business techniques, strategies and methodologies that emphasize the international context in which business is transacted

Global Business Case Competition (GBCC)

The Global Business Case Competition is an annual event designed for undergraduates from top universities worldwide to apply their business knowledge and skills in a global context. It was created in collaboration with corporate sponsors such as Boeing, Costco, Starbucks and Wells Fargo to help meet their global talent needs. The competition originated in 1999 and has been replicated around the world. Teams of four students analyze an international business case commissioned for the competition. After 48 hours, the teams present their recommendations to a panel of corporate judges. In addition, UW undergraduate business students acquire leadership skills by helping to organize and run this weeklong event, which features cultural sharing activities. In this grant cycle, we plan to implement several innovations, including the launch of **CISB Business Language Case Competitions** to allow students to use their business language skills in the context of business presentations. Second, we will create a **Regional International Case Competition** to serve all higher education institutions in the Northwest. Third is the implementation of a speed consulting challenge, for which the students are scrambled into global teams and given two hours to address a current global business issue faced by a local NW company. Finally, we will continue our tradition of reaching out to new schools from countries that have not participated in the past. To date, we have hosted 100 universities from over 50 countries and will focus on including business schools from emerging markets.

Trademarks and Licensing Biennial Conferences

The UW Advisory Committee on Trademarks & Licensing advises the UW President on how best to ensure that all products bearing registered UW trademarks are produced under humane working conditions. It has become a national leader in addressing issues of ethical sourcing. The Committee organizes biennial conferences for campus stakeholders on such issues as the forces of change in global supply chains and how to monitor ethical business practices in the global apparel industry. Dr. Debra Glassman, UW CIBER Faculty Director, serves on the Committee. UW CIBER will continue to support the biennial conferences, which explore critical issues relating to supply chains and social impact.

MSIs and Global Competitions

The Foster School has a reputation for delivering outstanding global student competitions designed to apply classroom learning in a global business context such as the Global Business Case Competition. Traditionally this competition has not attracted many MSI participants. We are committed to broadening participation. We would like to increase the access to and participation in these unique global business learning opportunities for students at minority-serving institutions throughout the U.S. by developing partnerships and covering their travel costs.

CIBER Business Language Conference

In today's global marketplace, knowledge of foreign languages in business contexts is more critical than ever for successful job performance, business growth, and economic prosperity. Effective teaching of business languages is thus paramount and so is innovative research that moves the field of business languages forward. For 16 years, the CIBER network has co-sponsored a national three-day conference to explore these issues. The conference challenges participating scholars and instructors (from

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universities, colleges, K-12, businesses and governmental organizations) to inspire new lines of research, rethink teaching techniques, and create links between language classrooms and real businesses. UW CIBER will continue to support this conference and its contributions to U.S. global competitiveness.

NASBITE Conference & Certification

Founded in the NW nearly 30 years ago, the National Association of Small Business International Trade Educators (NASBITE) is the only organization that serves both academics and practitioners in the global business profession. It hosts an annual conference and administers the Certified Global Business Professional (CGBP) credential which provides a benchmark for competency in global commerce. The CGBP designation demonstrates an individual's ability to conduct global business, including Global Business Management, Global Marketing, Supply Chain Management, and Trade Finance. To date nearly 1500 candidates have received the credential. UW CIBER will support NASBITE's annual conference as well as preparation for individuals in the NW region to secure the credential.

Mandate #2 – Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of United States trading partners

Business Language Instructional Resources

The Business Language Instructional Resources program supports a broad range of activities, including direct support for dedicated business language courses, business language grants for curriculum development, and travel support for faculty to attend FDIBs in Business Language. The program provides language instruction in critical foreign languages through the Certificate of International Studies in Business (CISB) program, and creates business language learning opportunities for students through the use of guest speakers both on and off-campus.

Certificate of International Studies in Business (CISB) Language Tracks

The nationally ranked undergraduate CISB program is structured by language tracks. These tracks meet weekly with a faculty advisor proficient in the language to hear from guest speakers, practice their business language skills, and discuss business culture issues in the regions in which the language is spoken. Current languages represented in the tracks are Arabic, Bosnian, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, Spanish and Ukrainian. Many of these **languages are designated critical** by the U.S. Department of Education and other federal agencies. During the next four years we plan to utilize technology and our expanding global alumni network to create additional opportunities for the language tracks to interact with native speakers who have global business expertise.

Business Language Case Competition

We will continue our partnership with BYU and other institutions on the annual Business Language Case Competition, a unique business language learning experience that helps develop critical skills and business vocabulary. The BYU Business Language Case Competition provides business students with the opportunity to 1.Showcase their business acumen and foreign language skills, 2.Sharpen their presentation skills for real-life global business situations, and 3.Network with international business professionals who serve as judges and coaches. Current language offerings are Chinese, Portuguese and Spanish. Teams that compete in the **CISB Business Language Case Competitions** will also have the opportunity to participate in the BYU Business Language Competition.

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Language Diplomas

Language proficiency at the 3rd year university-level is a key component of the undergraduate CISB program. Many students exceed this minimum requirement. There is, however, no official verification of their language capabilities. We will continue to support CISB and other Foster School students in obtaining certification through internationally recognized language exams. Since 2010 over 40 students have taken language exams and are now using their language at companies including Amazon, Microsoft, Starbucks, and Deloitte Tohmatsu Consulting. By consistently offering this support we can help more students in their global career paths. This program will also provide a tool for evaluating the effectiveness of language study in the CISB program.

Mandate #3 – Provide research and training in the international aspects of trade, commerce, and other fields of study

Faculty/PhD Research & Travel Grants

The primary objective of CIBER research grants is to support the creation of influential scholarship on global business issues by doctoral students and faculty from many disciplines. This program provides summer research grants, as well as travel grants to research conferences, to assist faculty and doctoral students in furthering their expertise in international business arenas. Ultimately, this research will be incorporated into their teaching and eventually into management practice.

Library & Data Grants

This program provides direct support to the libraries in order to have the most complete and up-to-date international business resources and databases. With state budget cuts, library funding has been drastically reduced. As a result, we have experienced increased requests from faculty to support continued access to publications and databases they need for their international research. Over the next 4 years, the Foster Library will be measuring the use and usefulness of all of their online databases to ensure that limited funds are directed appropriately.

Departmental Seminar Support

To encourage globally-focused research, UW CIBER provides financial support to departmental seminar series in the Foster School. If a visiting speaker is presenting a paper on an international topic, the department can apply to CIBER for travel support. For example, in Winter 2014 the Department of Finance & Business Economics hosted Stefan Zeume of INSEAD, who presented a paper entitled "Bribes and Firm Value," examining the effectiveness of the UK Bribery Act 2010.

Doctoral Consortium in Operations Management

This workshop introduces doctoral students to key international issues, opportunities, challenges and colleagues. It is designed to reach future faculty members early in their careers to provide them with the knowledge to incorporate global dimensions into their respective disciplines. This knowledge will ultimately be applied at the institutions where they are hired, so the impact is broad. Over this grant cycle, we propose to offer two workshops, one focused on information systems and the other on supply chain management. We have also allocated funding for UW PhD students to participate in similar workshops in other business disciplines offered at partner institutions.

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Mandate #4 – Provide training to students enrolled in the institution in which the center is located

Certificate & Degree Programs

International business certificate programs for MBA and undergraduate students combine specialized international business knowledge with opportunities for language training, skill building, and international exposure. They supplement the regular business degree programs, require language/foreign study, and include both curricular and co-curricular elements. Our undergraduate international business program has been consistently ranked in the top 10 nationally by *U.S. News and World Report*.

Certificate requirements and opportunities are regularly reviewed to meet business community needs and respond to student interests. For example, we recently expanded access to the MBA certificate program for first year students. The CISB program now includes quarterly Conversations with Global Executives (see description below). We have also successfully established three international business joint degree programs with the Jackson School of International Studies, including joint MBA/MA degrees in Japan Studies, Korean Studies and International Studies. During the next grant cycle, we will build **Joint Degree Programs** in China Studies, South Asia Studies, Southeast Asia Studies and Middle East Studies.

Study Abroad Programs

The UW offers hundreds of opportunities for students to study abroad for a quarter or longer. UW CIBER specifically develops partnerships with business schools around the world. As a result of these efforts, there are 34 exchange programs at the Foster School for undergraduate and MBAs. Students can apply credits earned at these schools toward their UW degrees and international business certificate requirements. Participation in an international exchange program exposes students to international business education overseas while promoting and providing foreign language acquisition opportunities. At the undergraduate level, we plan to add new programs in Southeast Asia, Sub-Saharan Africa, South America, and the Middle East. Additionally, we will host a re-entry conference for all undergraduates and MBAs who study abroad, in order to enrich the overall experience. The conference will help them reintegrate back to campus, align their international experience with their professional goals, and prepare them to highlight their exchange experience and global skillset during their career search.

MBA Global Business Study Tours

Each year, MBA students go on two-week intensive international study tours. These tours are open to graduate students across campus and include pre-departure sessions that engage experts from such sources as the National Resource Centers and the business community. Accompanied by a Foster School faculty advisor, tour participants gain first-hand business and cultural knowledge about a country or region. The primary objective of these tours is to increase the global knowledge of the tour participants by providing company visits, interaction with executives working in global business, and participation in cultural excursions and events. In 2014-2015, tours will visit China, Japan and Southeast Asia. The China tour will be offered in partnership with the MBA Career Center, enabling us to pilot a new model combining global internship/job opportunity exploration with academic and cross-cultural learning.

International Internships

The value of hands-on training offered by internships during the course of an undergraduate business or MBA program is well recognized. At UW, most MBA students participate in an internship between their first and second years and many undergraduates look for internships after their sophomore and junior years. For globally focused students, however, relevant international internships can be difficult to locate

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and obtain. Building on our pilot international internship program with CAPA in Beijing, China, we are planning to expand this program to include intensive language courses and a Chinese Economic Development course to give the students a more immersive experience. In this grant cycle, we plan to develop additional customized programs for students in other key Asian cities and in Latin America. These programs not only equip students with business skills but also global professional networks and cross-cultural skills. Finally, we will continue to strengthen our global alumni network to develop internship opportunities for both MBA and undergraduates.

Holland America Line Global Case Competition

Case competition participation directly benefits students in career preparation. As a result, the number and importance of case competitions continues to grow at business schools globally. UW CIBER is well-positioned to enrich the Foster School case program in two key ways. First, we will continue to offer an internal case competition annually for undergraduate students. This competition focuses on international business topics including foreign market entry and global supply chain management. Leading up to the competition, we will host several training workshops on tools for analysis. During the competition, student teams have just 48 hours to prepare their analysis before presenting to panels of corporate, alumni, and faculty judges. We continue to expand access to this invaluable learning opportunity. In 2012, we created a Freshman Track to provide students with global business education early in their academic careers. This year, we will expand participation to non-business students, so that all UW students can benefit from working in multidisciplinary teams on complex global business issues. Our second initiative will support student travel to international competitions. These opportunities not only allow students to hone their analytical skills, but enhance their cross-cultural learning through interaction with students from all over the world.

Conversations with Global Executives

The Conversations with Global Executives Program is designed to give students direct access to executives of iconic global companies and their network of peers. We offer selected groups of students the opportunity to meet with executives in a series of small-group lunch meetings over the course of the academic year. Topics are chosen based on the industries represented, current global issues and expertise of the executives. The goals are to enrich student learning by giving them the opportunity to explore current strategic business issues in an in-depth manner with leaders of iconic global companies, give students access to the executives' network, and offer executives the opportunity to engage in meaningful dialogue with students in a small-group format. Over the last several years, students have had the opportunity to dialogue with executives from such companies as Minute-Maid/Coca-Cola, Starbucks and Philips. We plan to increase the number and variety of sessions over the next four years.

Global Business Forum

The Global Business Forum is a weekly speaker series with a credit option for graduate students from across campus. The speakers are executives working in global business and faculty from the National Resources Centers. The format is designed to generate dialogue between the speakers, the students, and the instructor about current issues in global business. Each quarter the forum focuses on a specific issue, industry, or geographic region, and the challenges and rewards inherent in doing global business. Recent topics have included global health and development, trade, ethics, BRIC and other emerging economies, and issues facing the European Union. Two sections, one during the day and one in the evening, ensure that all MBA students have the opportunity to access this program. Participation in the Forum is a requirement to earn the MBA Global Business Program certificate. Going forward, we will work with partner universities abroad on jointly offered sessions using virtual/streaming technology.

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Global Biz Week

In celebration of International Education Week, the UW CIBER hosts Global Biz Week. This annual program kicks-off the academic year with educational programming to build awareness, opportunities, and interest in global business education programs at the UW. The week includes a series of hands-on workshops such as Navigating Scholarship & Financial Aid, International Experience & Your Career, and Finding Opportunities for Underrepresented Students. Additional events include a Keynote Speaker, Business Study & Internship Abroad Fair, Passport Sign-Up Fair, International Case Competition Training Sessions, and a Study Abroad Photo Contest. The variety of programs appeals to students at any stage in their business education. As a result of this effort, participation in study abroad continues to grow, with a record number of participants in Fall 2014.

Mandate #5 – Serve as a regional resource to businesses proximately located by offering programs and providing research designed to meet the international training needs of these businesses

MBA & Undergraduate Strategic Consulting

Teams of business students work with companies to research complex business challenges and provide actionable recommendations under the supervision of a faculty advisor. These projects frequently address global business issues. Utilizing their training in management, finance, marketing and technology, the teams are able to conduct an in-depth analysis and make recommendations for solving strategic problems, enhancing organizational effectiveness and competitiveness, and exploring and evaluating new business opportunities. This initiative brings together the business community and our students in a unique and mutually beneficial way. The students gain hands-on experience, industry knowledge, and connections for internship and job opportunities. The clients get a valuable outside perspective, recommendations which can be immediately implemented, and insight into potential employees. In the 2013-2014 academic year we piloted a **Global Consulting Project**. A select team of students worked on a project for a company with expansion plans in Singapore and had the opportunity to travel to Singapore for site visits with the company as well as cultural exploration. Based on its success, we plan to expand global consulting project opportunities in this grant cycle.

Executive & Technology Management MBA Study Tours

Successful business executives must intimately understand the challenges posed by today's competitive global environment and economy. To provide first-hand knowledge about business practices, legal, political, historical and economic issues in different countries, the Executive and Technology Management MBA Programs both offer study tours targeted to the unique needs of their executive student populations. For EMBA's, this is a required international immersion prior to their second year. For TMBA's it is an optional activity in the spring of their second year. In 2013-2014, the EMBA program took students to the United Arab Emirates, India, Singapore and China. The TMBA program took students to Vietnam. UW CIBER is regularly called upon to provide resources and expertise to prepare students for these experiences.

Global Leadership & Strategy Program

This ten-day intensive education program is designed to develop and expand the international business expertise of business community executives. It incorporates leadership, corporate entrepreneurship and international strategy content within the context of today's global economy. The program participants learn from experienced faculty as well as guest speakers who are senior executives in multinational

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corporations. In addition the participants have the opportunity to interact with fellow participants, who are a diverse group of international business leaders. The program includes a visit to a major Seattle corporation with worldwide operations to provide insight into the development and execution of a successful global strategy. Executives from leading NW companies have participated in this program including, Boeing, REI, Philips, Kenworth (PACCAR), Wells Fargo, Esterline, Starbucks, and Holland America Line.

Community Programs

Our Community Programs encompass activities that both take the UW out into the community and bring community members to the UW for global business education purposes. For example, public events such as panel discussions, roundtables, lectures or speaker series on current international events that involve UW faculty experts and student participants are part of this program. These public forums allow students, faculty, staff, and the business community to gather together to discuss and reflect on international topics with experts. They are frequently conducted in partnership with local international trade organizations to maximize participation and leverage limited resources. Our new **NW Global Business Speakers Roadshow** takes this type of engagement to the next level by bringing speakers to campuses, organizations and business communities around the Northwest.

Community Programs also include the advisory boards to our center which engage 40 representatives from industry, academia, non-profit and government. In addition to regular meetings, the board members actively support our programs through sponsorships, job/internship creation, judging, speaking and strategic advice. They have been instrumental in the development of the **Northwest Perspectives on Doing Business in Asia**. Capitalizing on the robust and innovative business environment in Seattle, UW CIBER has identified a strategic network of existing and new partners for our 2014-18 activities.

Mandate #6 – Serve other faculty, students and institutions of higher education located within the region

Northwest International Business Educators Network (NIBEN)

The primary objective of the Northwest International Business Educators Network, created by UW CIBER in 1991, is to increase the knowledge and skills of the region's international business faculty. NIBEN serves as a significant regional resource to a membership network of over 400 individuals from more than 50 academic institutions in Alaska, British Columbia, Idaho, Montana, Oregon, and Washington. During 2014-2018 NIBEN activities will include outreach to minority-serving higher education institutions in the region, faculty development workshops; and curriculum development, research, and travel grants for NIBEN members. We will expand the use of technology to enable sharing of best practices in a cost-effective way. In addition, this network will be instrumental in the successful implementation of the **Regional BISNET** and the **Regional International Case Competition**.

National Business Institutes for Community College Faculty

To help develop and build a national network of community and technical college faculty with global expertise, we will join a consortium of higher education institutions in support of the institutes hosted by Michigan State University. These are unique professional development programs designed specifically for community and technical college faculty. The aim is to provide participants with the knowledge, experience and resources they need to internationalize general business courses and/or develop specialized international business courses at the two-year college level. Topics covered include:

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classroom tools and course development, developing and maintaining IB programs, and best practices in international business integration. As we develop our partnerships with minority-serving institutions and community colleges in our region, we aim to support participation by their faculty in these institutes.

Community College Master Teacher Institute

Established in 2003, this annual summer institute brings community college instructors from Washington State together to discuss international studies issues, develop curricula, and integrate international topics into the broader campus dialogue. The institute is co-sponsored by the UW National Resource Centers and the Northwest International Education Association (NIEA). Previous institute themes include: Ethno-Religious Conflict in the World, Human and Environmental Security, and Humanitarian and Disaster Relief. Curricular innovations and other materials produced are presented annually at the NIEA workshop. During the 2014-2018 grant cycle, we will partner to add business content, perspectives, and faculty participants.

Supplement # 13: University of Washington Language Offerings

Language	Less Commonly Taught Languages*	Areas of National Need**	Studied by CISB Students	First Year	Second Year	Third Year	Above 3rd Year
American Sign Language				♦	♦		
Arabic (including Business Arabic)	♦	♦		♦	♦	♦	
Aramaic, Biblical & Targumic		♦		♦	♦		
Bengali/Bangla	♦	♦		♦	♦	♦	♦
Bosnian-Serbian-Croatian	♦			♦	♦	♦	
Bulgarian	♦	♦		♦	♦		
Chinese (including Business Chinese)	♦	♦	♦	♦	♦	♦	♦
Coptic				♦			
Czech				♦	♦		
Danish				♦	♦	♦	♦
Egyptian				♦	♦		
English, Old				♦			
Estonian				♦	♦	♦	
Finnish				♦	♦	♦	♦
French (including Business French)		♦	♦	♦	♦	♦	♦
German (including Business German)		♦	♦	♦	♦	♦	♦
Greek				♦	♦	♦	♦
Hebrew	♦	♦		♦	♦	♦	♦
Hindi	♦	♦	♦	♦	♦	♦	♦
Icelandic				♦			
Indian (Pali and Prakrit)				♦			
Indonesian	♦	♦		♦	♦	♦	♦
Italian		♦	♦	♦	♦	♦	♦
Japanese (including Business Japanese)	♦	♦	♦	♦	♦	♦	♦
Kazak	♦	♦		♦	♦		
Kirghiz	♦			♦			
Korean	♦	♦	♦	♦	♦	♦	♦
Latin				♦	♦	♦	♦
Latvian				♦	♦		
Lithuanian				♦	♦		
Norwegian		♦	♦	♦	♦	♦	
Pali				♦	♦		
Persian	♦	♦		♦	♦	♦	♦

Supplement # 13: University of Washington Language Offerings

Language	Less Commonly Taught Languages	Areas of National Need	Studied by CISB Students	First Year	Second Year	Third Year	Above 3rd Year
Polish	♦	♦		♦	♦		
Portuguese	♦	♦		♦	♦	♦	
Prakrit				♦			
Russian	♦	♦	♦	♦	♦	♦	♦
Sanskrit				♦	♦	♦	♦
Slavic				♦			
Slovenian				♦	♦		
Spanish (including Business Spanish)		♦	♦	♦	♦	♦	♦
Swahili	♦	♦		♦	♦		
Swedish		♦	♦	♦	♦	♦	♦
Syriac				♦			
Tagalog	♦	♦		♦	♦	♦	
Tajik	♦	♦		♦			
Tamil	♦	♦		♦			
Thai	♦	♦		♦	♦	♦	
Turkic	♦			♦			
Turkish	♦	♦		♦	♦	♦	♦
Uyghur	♦			♦	♦	♦	
Ukrainian	♦	♦		♦			
Ugaritic				♦			
Urdu	♦	♦		♦	♦	♦	
Uzbek	♦	♦		♦	♦	♦	
Vietnamese	♦	♦	♦	♦	♦	♦	
Yiddish				♦			

***Less Commonly Taught Languages:** 78 priority languages that are less commonly taught, identified by the Secretary

****Areas of National Need:** 53 priority languages identified by the Federal Agencies, including the Departments of Agriculture, Commerce, Defense, Health and Human Services, Interior, Labor, and State.

Supplement # 14: Program Collaborations & Linkages

Programs	UW Partners	Other Educational Institutions	Business & Professional Associations
Mandate 1 - National Resources			
Global Business Case Competition	Certificate of International Studies in Business (CISB)	12 business schools worldwide, annually	Corporate sponsors e.g. Starbucks, Boeing, Costco, etc. Advisory boards
Trademarks & Licensing Biennial Conferences	Advisory Committee on Trademarks and Licensing		
MSIs and Global Competitions		MSIs across the US	Corporate sponsors Advisory boards
CIBER Business Language Conference	Language departments	CIBER network, NIBEN	
NASBITE Conference & Certification		NASBITE	
Global Economic Outlook	Business faculty		Corporate sponsors Corporate speakers
Global Cities Initiative		5 universities in targeted cities	Brookings Institute Trade Development Alliance Global Cities Initiative Local economic development organizations
Minority Business Conference & Cases	Consulting and Business Development Center	MSI faculty	Minority Business Hall of Fame and Museum
National District Export Council Forum		CIBER network	National District Export Council
National Center for APEC Briefings			National Center for Asia-Pacific Economic Cooperation
Net Impact Conference	Net Impact student chapter		Net Impact
Mandate 2 - Critical Foreign Languages			
Business Language Instructional Resources	Language Departments		
Certificate of International Studies in Business Language Tracks	Language Departments Certificate of International Studies in Business		Alumni Corporate sponsors
Business Language Case Competition	Language Departments	BYU and other business schools worldwide	Corporate sponsors Advisory boards

Supplement # 14: Program Collaborations & Linkages

Programs	UW Partners	Other Educational Institutions	Business & Professional Associations
Mandate 2 - Critical Foreign Languages (continued)			
Language Diplomas	Instituto Cervantes Confucius Institute Language Learning Center		
Doing Business in China Course	Department of Asian Language and Literature		
Export Consulting Projects in Spanish	Consulting and Business Development Center		Regional, minority owned business
CISB Business Language Case Competitions	Certificate of International Studies in Business	NIBEN	Alumni Corporate sponsors
Business Case Development for Language Courses	Language departments	NIBEN	
Business Language Scholarships	Certificate of International Studies in Business Foster Undergraduate Programs Office		
Mandate 3 - Research & Training			
Faculty/ PhD Research & Travel Grants	Foster School PhD program		
Library & Data Grants	Foster Business Library		
Departmental Seminar Support	Foster School departments	Faculty from other US business schools	
Doctoral Consortium in Operations Management	Foster School Department of Information Systems and Operations Management	10-15 US universities	
New Directions in Faculty Research	Foster School departments		
Faculty Development in Asia	Foster School departments		Multinational and Chinese companies Alumni
NW Start-Ups Go Global		Regional universities	Regional businesses
Global Virtual Team Practicum		Keio University	Regional, multinational, and Japanese businesses
Study Abroad Development Grants	Foster School faculty		
Institute for Health and Global Change	Department of Global Health Office of Global Affairs		

Supplement # 14: Program Collaborations & Linkages

Programs	UW Partners	Other Educational Institutions	Business & Professional Associations
Mandate 4 - Training for Students			
Certificate & Degree Programs	Certificate of International Studies in Business MBA Program Office		Alumni Business community
Study Abroad Programs	Foundation for International Understanding Through Students (FIUTS) Study Abroad Office Rome Center Office of Global Affairs	18 MBA exchange partner schools 18 Undergraduate exchange partner schools Other UW partner schools	
MBA Global Business Study Tours	MBA Program Office		Alumni Community partners
International Internships	MBA Career Management Foster Undergraduate Career Center		CAPA IE3 Advisory boards
Holland America Line Global Case Competition	Foster Undergraduate Program Office		Holland America Line Community partners
Conversations with Global Executives	Certificate of International Studies in Business		Business community Advisory boards
Global Business Forum			Alumni Advisory boards Business community
Global Biz Week	Foster Undergraduate Career Center Study Abroad Office Certificate of International Studies in Business		Community partners
Global Consulting Projects	MBA Strategic Consulting Program		Business community Alumni
Business Core Abroad	Rome Center Study Abroad Office Foster Undergraduate Programs Office		
Global Supply Chain Study Tours	MBA Program Office Foster Undergraduate Program Office		Multinational corporate sponsors
Middle East Course & Overseas Seminar	Middle East Center Jackson School of International Studies		
Business of Global Health Programs	Department of Global Health		Community partners

Supplement # 14: Program Collaborations & Linkages

Programs	UW Partners	Other Educational Institutions	Business & Professional Associations
<i>Mandate 4 - Training for Students (continued)</i>			
Joint Degree Programs	Jackson School of International Studies School of Law Evans School of Public Affairs		
Global Business for High Schools	Young Executives of Color	Regional high schools	DECA National Academy of Finance Future Business Leaders of America
Global Student Leaders Program	FIUTS		Advisory boards
<i>Mandate 5 - Regional Resources to Businesses</i>			
MBA & Undergraduate Strategic Consulting	MBA Strategic Consulting Program Foster Undergraduate Programs Office		Business community
Executive & Technology Management MBA Study Tours	EMBA Program TMMBA Program		Alumni
Global Leadership & Strategy Program	Foster Executive Education		Business community
Community Programs			Advisory boards Business community Regional trade organizations e.g. WAC, GlobalWA
Northwest Perspectives on Doing Business in Asia			Department of Commerce US Commercial Service
Arctic Institute and Leadership Program	Jackson School of International Studies-NRCs	University of the Arctic	Business community Arctic Council
Export Readiness Programs			WA Export Outreach Team State and national export agencies WA State Department of Commerce
NW Global Business Speakers Roadshow	Executive MBA Program		World Affairs Council Alumni
Business for Global Impact Series	Department of Global Health Change Group Net Impact		Business community Community partners
Tateuchi Asian Business Distinguished Speaker Series			Tateuchi Foundation

Supplement # 14: Program Collaborations & Linkages

Programs	UW Partners	Other Educational Institutions	Business & Professional Associations
<i>Mandate 6 - Regional Faculty, Students & Institutions</i>			
Northwest International Business Educators Network		50 regional colleges & universities	World Affairs Council
National Business Institutes for Community College Faculty		15 U.S. business schools (CIBER institutions) 20-30 U.S. community colleges	
Community College Master Teacher Institute	Center for Global Studies Jackson School of International Studies	Northwest International Education Association	
Community College Export Plan Competition		North Seattle (Community) College Regional community colleges	Small Business Development Center Business community
Export Career Pathways & Curriculum		Highline Community College Center of Excellence	
Regional International Case Competition		Regional institutions of higher education (community colleges and 4-year colleges and universities)	Business community Advisory boards
Regional BISNET		Regional business schools	
AIB West		AIB-West NIBEN	

Supplement # 15: UW CIBER Global Competitions, Participating Universities, 1999-2014

Country	School
Australia	Queensland University of Technology
Australia	Swinburne University
Australia	Univeristy of Technology, Sydney
Australia	University of Melbourne
Australia	University of Sydney
Bangladesh	BRAC University
Bangladesh	University of Dhaka
Belgium	Université libre de Bruxelles
Bolivia	Universidad Privada Boliviana
Bosnia and Herzegovina	Slobomir University
Brazil	FGV-Escola de Administracao de Empresas de Sao Paulo
Brazil	FIAP
Brazil	University of Sao Paulo
Bulgaria	American University of Bulgaria
Bulgaria	D. Tsenov Academy of Economics
Cameroon	University of Yaounde I
Canada	Concordia University
Canada	McGill University
Canada	Simon Fraser University
Canada	University of Alberta
Canada	University of British Columbia
Canada	University of Western Ontario
Chile	Pontificia Universidad Catolica de Chile
China, People's Republic	Chinese University of Hong Kong
China, People's Republic	Hong Kong University of Science and Technology
China, People's Republic	Nanjing University
China, People's Republic	Peking University
China, People's Republic	Shanghai Jiao Tong University
China, People's Republic	Shanghai Jiao Tong University
China, People's Republic	Shantou University
China, People's Republic	University of Hong Kong
Colombia	Universidad de los Andes
Croatia	Ekonomski Fakultet Zagreb, School of Business and Economics
Czech Republic	University of Economics
Denmark	Aarhus School of Business
Denmark	Copenhagen Business School
Ecuador	Universidad del Pacifico
Egypt	The American University in Cairo
Estonia	Estonian Business School
France	Audencia Nantes Ecole de Management
France	Euromed Marseille Ecole de Management
France	Grenoble Ecole de Management
France	Universite Lille 2
Germany	Christian-Albrechts-Universität
Germany	European Business School
Germany	Universität Kaiserslautern

Supplement # 15: UW CIBER Global Competitions, Participating Universities, 1999-2014

Country	School
Germany	University of Mannheim
Ghana	Center For Humane Studies
Hungary	Budapest University
India	Bharathidasan University
India	Guru Gobind Singh Indraprastha University
India	ICFAI Business School, ICFAI University
India	Indian Institute of Management
India	Indian Institute of Technology
India	Indian School of Business
India	Maharashtra University of Health Sciences
India	Media Lab Asia KReSIT Indian Institute of Technology
India	Narsee Monjee Institute of Management Studies University
India	National Institute of Industrial Engineering
India	S.P. Jain Institute of Management and Research
India	Shaheed Sukhdev College of Business Studies
India	Veermata Jijabai Technological Institute
India	Welingkar Institute of Management and Research
Ireland	University College Dublin
Israel	Tel Aviv University
Israel	University of Haifa
Italy	Universita Commerciale Luigi Bocconi
Italy	University of Turin
Jamaica	University of Technology
Japan	Akita International University
Japan	Kobe University
Japan	Ritsumeikan Asia Pacific University
Japan	Waseda University
Kazakhstan	Bang College of Business
Kenya	Strathmore University
Kenya	University of Nairobi
Korea, Republic of	Seoul National University
Korea, Republic of	Yonsei University
Kuwait	Kuwait University
Lebanon	University of Balamand
Mexico	ITESM
Mexico	ITESM - Campus Guadalajara
Mexico	Universidad Panamericana
Morocco	Alakhawayn University
Netherlands	Universiteit Maastricht
New Zealand	University of Auckland
Nigeria	Ahmadu Bello University
Nigeria	National Open University of Nigeria
Norway	NHH
Oman	Sultan Qaboos University
Pakistan	Institute of Business Administration, Karachi
Pakistan	Lahore University of Management Sciences
Peru	Universidad del Pacifico
Peru	Universidad Peruana Cayetano Heredia

Supplement # 15: UW CIBER Global Competitions, Participating Universities, 1999-2014

Country	School
Philippines, Republic of	De La Salle University
Poland	Kozminsky University
Portugal	Universidade do Porto
Russia	Vladivostok State University of Economics
Rwanda	Adventist University of Central Africa
Rwanda	National University of Rwanda
Serbia	University of Belgrade
Singapore	Nanyang Technological University
Singapore	National University of Singapore
Singapore	Singapore Management University
Slovenia	University of Ljubljana
South Africa	University of Pretoria
South Korea	KAIST Graduate School of Management
Spain	IE University
Spain	University of Navarra, Facultad de Ciencias Económicas y Empresariales
Sweden	Linköping University
Switzerland	University of Fribourg
Taiwan	National Chengchi University
Thailand	Chulalongkorn University
Thailand	Thammasat University
Trinidad & Tobago	University of Trinidad and Tobago
Turkey	Koc University
Uganda	Kyambogo University
Uganda	Makerere University Business School
Ukraine	Sumy State University
United Kingdom	University of Manchester
United Kingdom	University of Warwick
USA	Alabama State University
USA	Baylor University
USA	Boise State University
USA	Brigham Young University
USA	Brown University
USA	Case Western Reserve University
USA	Clark Atlanta University
USA	Columbia University
USA	Cornell University
USA	Dartmouth College
USA	Emory University
USA	Florida International University
USA	Florida State University
USA	Massachusetts Institute of Technology
USA	Northeastern University
USA	Northwestern University
USA	Ohio State University
USA	Purdue University
USA	Princeton University
USA	San Diego State University

Supplement # 15: UW CIBER Global Competitions, Participating Universities, 1999-2014

Country	School
USA	Seattle University
USA	Southern University
USA	Temple University
USA	Thunderbird School of Global Management
USA	University of Arizona
USA	University of California
USA	University of California Berkeley
USA	University of Florida
USA	University of Georgia
USA	University of Massachusetts
USA	University of Memphis
USA	University of Michigan
USA	University of Minnesota
USA	University of North Carolina
USA	University of Oklahoma
USA	University of Oregon
USA	University of Pennsylvania
USA	University of South Carolina
USA	University of Southern California
USA	University of Texas-Austin
USA	University of Washington
USA	University of Wisconsin
USA	Western Washington University

Supplement # 16: Foster School of Business Exchange Partners

Undergraduate Exchange Partners

Australia	University of Sydney
Chile	Pontificia Universidad Catolica de Chile
China	Peking University
Czech Republic	University of Economics, Prague
Denmark	Copenhagen Business School
France	Audencia Nantes Ecole de Management
Germany	University of Mannheim
Germany	WHU
Italy	Bocconi Universita Commerciale
Japan	Akita International University
Japan	Kobe University
Korea	Yonsei University
Netherlands	RSM Erasmus University
Norway	NHH Norwegian School of Economics
Singapore	National University of Singapore
Spain	University of Navarra
Taiwan	National Chengchi University
United Kingdom	University of Manchester

MBA Exchange Partners

China	Hong Kong University of Science and Technology
China	Shanghai Advanced Institute of Science
China	Shanghai Jiao Tong University
Denmark	Copenhagen Business School
Finland	Aalto University School of Business
France	ESCP-Europe
Germany	WHU Koblenz
India	Indian Institute of Management
Japan	International University of Japan
Japan	Keio Business School
Japan	Waseda University
Korea	KAIST Graduate School of Management
Singapore	Nanyang Technological University
South Africa	University of Cape Town
Spain	Instituto de Empresa
Switzerland	University of Zurich
Taiwan	National Chengchi University
United Kingdom	University of Manchester

Supplement # 17: Foster School Degree Programs

Undergraduate Degree Program

- Bachelor of Arts in Business Administration (BA BA)
- Certificates:
 - Certificate of International Studies in Business (CISB)
 - Sales Certificate Program

Advanced Degree Programs

- Full-time MBA
- Evening MBA
- Executive MBA
- Technology Management MBA
- Global Executive MBA
- Master of Professional Accounting (MPAcc)
- Master of Science in Information Systems
- Certificates:
 - Global Business Program Certificate
 - Certificate in Innovation and Entrepreneurship
 - Technology Entrepreneurship Certificate
- MBA Concurrent Degrees with:
 - JD Program
 - Masters in Health Administration (MHA) Program
 - MPAcc Program – Auditing and Assurance
 - MPAcc Program – Taxation
 - Masters in International Studies (MAIS)
 - MAIS Japan Studies
 - MAIS Korean Studies
- PhD Program

Non-Degree Programs with Global Focuses

- Executive Education Programs
 - Executive Development Program
 - Global Strategy and Leadership
 - Pacific Rim Bankers Program

Supplement # 18: Direct Beneficiaries

Programs	Students	Faculty	Community	4-Year Total	Multiplier Effects
<i>Mandate 1 – National Resources</i>					
Global Business Case Competition	256	104	120	480	-
Trademarks & Licensing Biennial Conferences	100	40	20	160	-
MSIs and Global Competitions	20	4	-	24	600
CIBER Business Language Conference	-	320	-	320	48,000
NASBITE Conference & Certification	-	-	200	200	-
Global Economic Outlook	40	20	400	460	-
Global Cities Initiative	20	4	75	99	-
Minority Business Conference & Cases	-	28	240	272	4,200
National District Export Council Forum	-	-	600	600	-
National Center for APEC Briefings	20	4	12	40	600
Net Impact Conference	500	-	2,000	2,500	-
<i>Mandate 2 – Critical Foreign Languages</i>					
Business Language Instructional Resources	580	20	-	600	100
Certificate of International Studies in Business Language Tracks	400	8	160	568	-
Business Language Case Competition	360	30	-	390	-
Language Diplomas	120	-	-	120	-
Doing Business in China Course	72	1	-	73	-
Export Consulting Projects in Spanish	32	-	12	44	-
CISB Business Language Case Competitions	400	8	80	328	-
Business Case Development for Language Courses	-	22	-	22	1650
Business Language Scholarships	16	-	-	16	-
<i>Mandate 3 - Research & Training</i>					
Faculty/PhD Research & Travel Grants	4	8	-	12	1,200
Library & Data Grants	1,200	20	-	1,220	-
Departmental Seminar Support	-	180	-	180	-
Doctoral Consortium in Operations Management	66	-	-	66	6,600
New Directions in Faculty Research	-	60	-	60	6,000
Faculty Development in Asia	-	60	-	60	9,000
NW Start-Ups Go Global	10	4	-	14	100
Global Virtual Team Practicum	240	4	12	256	600
Study Abroad Development Grants	-	8	-	8	240
Institute for Health and Global Change	-	2	-	2	200
<i>Mandate 4 – Training for Students</i>					
Certificate & Degree Programs	500	-	180	680	-
Study Abroad Programs	1060	-	-	1060	-
MBA Global Study Tours	240	12	-	252	-
International Internships	60	-	-	60	-

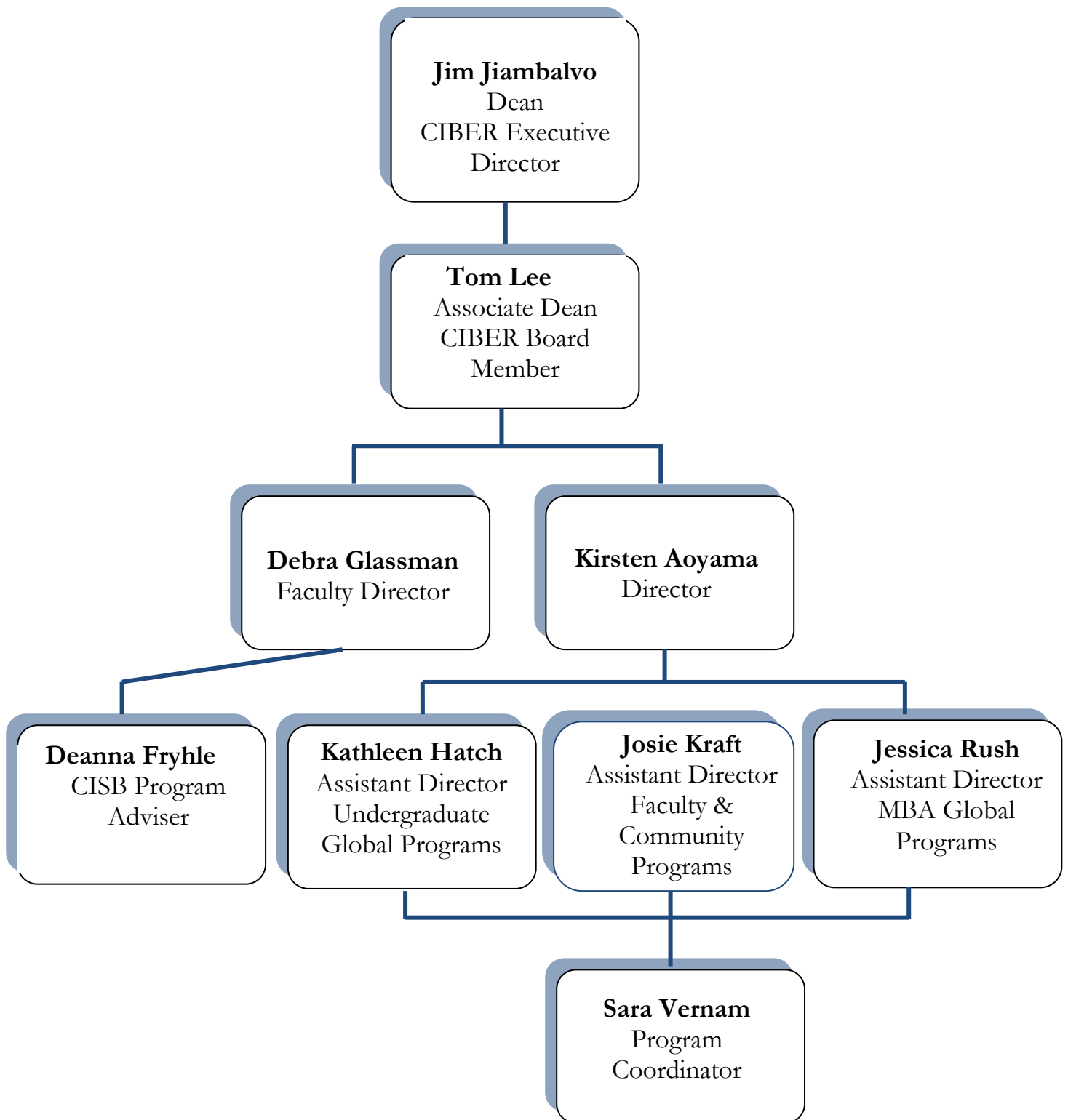
Supplement # 18: Direct Beneficiaries

Programs	Students	Faculty	Community	4-Year Total	Multiplier Effects
Mandate 4 – Training for Students (continued)					
Holland America Line Global Case Competition	480	8	120	608	-
Conversations with Global Executives	144	-	12	156	-
Global Business Forum	1,200	-	180	1,380	-
Global Biz Week	2,800	-	-	2,800	-
Global Consulting Projects	150	-	16	170	-
Business Core Abroad	160	12	-	172	1,800
Global Supply Chain Study Tours	88	4	-	92	600
Middle East Course & Overseas Seminar	60	2	-	62	-
Business of Global Health Programs	60	-	-	60	-
Joint Degree Programs	12	-	-	12	-
Global Business for High Schools	600	-	80	680	3,000
Global Student Leaders Program	64	-	20	84	-
Mandate 5 - Regional Resources to Businesses					
MBA & Undergraduate Strategic Consulting Executive & Technology Management MBA Study Tours	240	16	60	316	-
Global Strategy & Leadership Program	600	16	-	616	2,400
Community Programs	-	-	120	120	-
Northwest Perspectives on Doing Business in Asia	300	20	300	620	-
Arctic Institute and Leadership Program	-	20	200	220	3,000
Export Readiness Programs	-	80	200	280	12,000
NW Global Business Speakers Roadshow	12	-	200	212	-
Business for Global Impact Series	-	16	300	316	-
Tateuchi Asian Business Distinguished Speaker Series	100	40	300	440	-
400	40	400	840	-	
Mandate 6 - Regional Faculty, Students, and Institutions					
Northwest International Business Educators Network	-	120	8	128	18,000
National Business Institutes for Community College Faculty	-	220	-	220	16,500
Community College Master Teacher Institute	-	200	-	200	30,000
Community College Export Plan Competition	60	15	45	120	2,400
Export Career Pathways & Curriculum	120	16	30	166	-
Regional International Case Competition	80	20	32	132	-
Regional BISNET	-	40	-	40	300
AIB-West	-	120	-	120	18,000
TOTALS	14,046	1,996	6,734	22,776	187,090

Note: Students, Faculty and Community Totals are the total number for the four year grant cycle.

Grand Total with
Multiplier Effects:
209,866

Supplement #19: CIBER Organization Chart



Supplement # 20: Responsibilities Chart

Program	CIBER & UW Program Leads
<i>Mandate 1 - National Resources</i>	
Global Business Case Competition	Kathleen Hatch, <i>Assistant Director</i> Leta Beard, <i>Senior Lecturer, Marketing & International Business</i>
Trademarks and Licensing Biennial Conferences	Debra Glassman, <i>Faculty Director</i> Mary Kay Gugerty, <i>Associate Professor, Evans School of Public Affairs</i>
MSIs and Global Competitions	Kirsten Aoyama, <i>Director</i>
CIBER Business Language Conference	Kirsten Aoyama, <i>Director</i>
NASBITE Conference & Certification	Kirsten Aoyama, <i>Director</i>
Global Economic Outlook	Debra Glassman, <i>Faculty Director</i> James Jiambalvo, <i>Dean and CIBER Executive Director</i>
Global Cities Initiative	Kirsten Aoyama, <i>Director</i>
Minority Business Conference & Cases	Kirsten Aoyama, <i>Director</i> Michael Verchot, <i>Director, Consulting & Business Development Center</i>
National District Export Council Forum	Kirsten Aoyama, <i>Director</i>
National Center for APEC Briefings	Josie Kraft, <i>Assistant Director</i>
Net Impact Conference	Josie Kraft, <i>Assistant Director</i>
<i>Mandate 2 - Critical Foreign Languages</i>	
Business Language Instructional Resources	Sara Vernam, <i>Program Coordinator</i> Michael Shapiro, <i>Professor, Asian Languages</i>
Certificate of International Studies in Business Language Tracks	Debra Glassman, <i>Faculty Director</i> Deanna Fryhle, <i>CISB Program Adviser</i>
Business Language Case Competition	Deanna Fryhle, <i>CISB Program Adviser</i>
Language Diplomas	Deanna Fryhle, <i>CISB Program Adviser</i>
Doing Business in China Course	Deanna Fryhle, <i>CISB Program Adviser</i> Michael Shapiro, <i>Professor, Asian Languages</i>
Export Consulting Projects in Spanish	Deanna Fryhle, <i>CISB Program Adviser</i> Michael Verchot, <i>Director, Consulting & Business Development Center</i>
CISB Business Language Case Competitions	Deanna Fryhle, <i>CISB Program Adviser</i>
Business Case Development for Language Courses	Sara Vernam, <i>Program Coordinator</i> Michael Shapiro, <i>Professor, Asian Languages</i>
Business Language Scholarships	Deanna Fryhle, <i>CISB Program Adviser</i>

Supplement # 20: Responsibilities Chart

Program	CIBER & UW Program Leads
<i>Mandate 3 - Research & Training</i>	
Faculty/PhD Research & Travel Grants	Debra Glassman, <i>Faculty Director</i> Tom Lee, <i>Associate Dean, Academic and Faculty Affairs</i> Scott Reynolds, <i>Director, PhD Program</i>
Library & Data Grants	Sara Vernam, <i>Program Coordinator</i> Tom Lee, <i>Associate Dean, Academic and Faculty Affairs</i>
Departmental Seminar Support	Sara Vernam, <i>Program Coordinator</i> Tom Lee, <i>Associate Dean, Academic and Faculty Affairs</i>
Doctoral Consortium in Operations Management	Sara Vernam, <i>Program Coordinator</i> Kamran Moinzadeh, <i>Chair and Professor, Information Systems & Operations Management</i> Debabrata Dey, <i>Professor, Information Systems & Operations Management</i> Scott Reynolds, <i>Director, PhD Program</i>
New Directions in Faculty Research	Debra Glassman, <i>Faculty Director</i> Tom Lee, <i>Associate Dean, Academic and Faculty Affairs</i>
Faculty Development in Asia	Debra Glassman, <i>Faculty Director</i> Xiao-Ping Chen, <i>Chair and Professor, Management & Organization</i>
NW Start-Ups go Global	Debra Glassman, <i>Faculty Director</i> Suresh Kotha, <i>Professor, Management & Organization</i>
Global Virtual Team Practicum	Jessica Rush, <i>Assistant Director</i> Marie Anchordoguy, <i>Chair and Professor, Japan Studies Program</i>
Study Abroad Development Grants	Kathleen Hatch, <i>Assistant Director</i> Jeffrey Riedinger, <i>Vice Provost, Global Affairs</i>
Institute for Health and Global Change	Debra Glassman, <i>Faculty Director</i> Judith Wasserheit, <i>Vice Chair and Professor, Department of Global Health</i>
<i>Mandate 4 - Training for Students</i>	
Certificate & Degree Programs	Debra Glassman, <i>Faculty Director</i> Deanna Fryhle, <i>CISB Program Adviser</i> Jessica Rush, <i>Assistant Director</i>
Study Abroad Programs	Kathleen Hatch, <i>Assistant Director</i> Jeffrey Riedinger, <i>Vice Provost, Global Affairs</i>
MBA Global Business Study Tours	Jessica Rush, <i>Assistant Director</i> Kathryn Dewenter, <i>Associate Professor, Finance & Business Economics</i>
International Internships	Kathleen Hatch, <i>Assistant Director</i> Naomi Sanchez, <i>Assistant Dean, MBA Career Management</i> Andy Rabitoy, <i>Director, Undergraduate Career Services</i>

Supplement # 20: Responsibilities Chart

Program	CIBER & UW Program Leads
<i>Mandate 4 - Training for Students (cont.)</i>	
Holland America Line Global Case Competition	Kathleen Hatch, <i>Assistant Director</i> Leta Beard, <i>Senior Lecturer, Marketing & International Business</i>
Conversations with Global Executives	Deanna Fryhle, <i>CISB Program Adviser</i>
Global Business Forum	Jessica Rush, <i>Assistant Director</i> Christina Fong, <i>Senior Lecturer, Management & Organization</i>
Global Biz Week	Kathleen Hatch, <i>Assistant Director</i>
Global Consulting Projects	Jessica Rush, <i>Assistant Director</i> Gordon Neumiller, <i>Director, MBA Strategic Consulting Program</i>
Business Core Abroad	Kathleen Hatch, <i>Assistant Director</i> Leta Beard, <i>Senior Lecturer, Marketing & International Business</i>
Global Supply Chain Study Tours	Jessica Rush, <i>Assistant Director</i> Kamran Moinzadeh, <i>Chair and Professor, Information Systems & Operations Management</i>
Middle East Course & Overseas Seminar	Kirsten Aoyama, <i>Director</i> Resat Kasaba, <i>Professor and Director, Jackson School of International Studies</i>
Business of Global Health Programs	Jessica Rush, <i>Assistant Director</i> Judith Wassserheit, <i>Vice Chair and Professor, Department of Global Health</i>
Joint Degree Programs	Debra Glassman, <i>Faculty Director</i> Resat Kasaba, <i>Director and Professor, Jackson School of International Studies</i> Dan Turner, <i>Associate Dean of Masters Programs</i>
Global Business for High Schools	Kathleen Hatch, <i>Assistant Director</i>
Global Student Leaders Program	Kathleen Hatch, <i>Assistant Director</i>
<i>Mandate 5 - Regional Resources to Businesses</i>	
MBA & Undergraduate Strategic Consulting	Jessica Rush, <i>Assistant Director</i> Gordon Neumiller, <i>Director, MBA Strategic Consulting Program</i> Michael Verchot, <i>Director, Consulting & Business Development Center</i>
Executive & Technology Management MBA Study Tours	Jessica Rush, <i>Assistant Director</i> Dan Turner, <i>Associate Dean of Masters Programs</i>

Supplement # 20: Responsibilities Chart

Program	CIBER & UW Program Leads
<i>Mandate 5 - Regional Resources to Businesses (cont.)</i>	
Global Leadership & Strategy Program	Kirsten Aoyama, <i>Director</i> Jean Choy, <i>Associate Dean, Executive Education and International Initiatives</i>
Community Programs	Josie Kraft, <i>Assistant Director</i>
Northwest Perspectives on Doing Business in Asia	Kirsten Aoyama, <i>Director</i> Marie Anchordoguy, <i>Chair and Professor, Japan Studies Program</i>
Arctic Institute and Leadership Program	Kirsten Aoyama, <i>Director</i> Vince Galucci, <i>Chair, Canadian Studies Center & Professor, College of the Environment</i>
Export Readiness Programs	Josie Kraft, <i>Assistant Director</i>
NW Global Business Speakers Roadshow	Josie Kraft, <i>Assistant Director</i>
Business for Global Impact Series	Josie Kraft, <i>Assistant Director</i> Judith Wasserheit, <i>Vice Chair and Professor, Department of Global Health</i>
Tateuchi Asian Business Distinguished Speaker Series	Josie Kraft, <i>Assistant Director</i>
<i>Mandate 6 - Regional Faculty, Students & Institutions</i>	
Northwest International Business Educators Network	Josie Kraft, <i>Assistant Director</i>
National Business Institutes for Community College Faculty	Josie Kraft, <i>Assistant Director</i>
Community College Master Teacher Institute	Josie Kraft, <i>Assistant Director</i> Resat Kasaba, <i>Professor and Director, Jackson School of International Studies</i>
Community College Export Plan Competition	Kirsten Aoyama, <i>Director</i>
Export Career Pathways & Curriculum	Kirsten Aoyama, <i>Director</i>
Regional International Case Competition	Josie Kraft, <i>Assistant Director</i>
Regional BISNET	Kathleen Hatch, <i>Assistant Director</i>
AIB West	Debra Glassman, <i>Faculty Director</i>

Supplement # 21: Major Milestones

Project Goals	Year 1	Year 2	Year 3	Year 4
Build the capacity of U.S. firms to compete in new markets.	Trademarks & Licensing Biennial Conference	Launch Global Economic Outlook Net Impact Conference	Trademarks & Licensing Biennial Conference Global Cities Initiative Final Report & Conference	Minority Business Case dissemination
Increase opportunities for applied language and area studies learning	Launch CISB Business Language Competition, pilot in Chinese track Business Language Case Development	CISB Business Language Case Competitions, all language tracks Offer first Export Consulting Project in Spanish	Business Language Case Development	UW Alumni Survey longitudinal analysis
Support the creation of influential scholarship and teaching on global business issues.	Doctoral Consortium in Operations Management Launch Faculty Development in Asia	Launch NW Start-Ups Go Global Faculty Development in Asia	Faculty Development in Asia	Doctoral Consortium in Operations Management New destination for Faculty Development in Asia
Deliver innovative global experiences to build a global mindset and develop career-ready talent.	Pilot Middle East Course & Overseas Seminar Business of Global Health Programs: student speaker series starts Global Student Leaders Program	Middle East Course & Overseas Seminar New destination for Foster Core Abroad program Global Supply Chain Study Tour	Middle East Course & Overseas Seminar Business of Global Health Programs: student study abroad Launch DECA portion of Global Business in the High Schools	Middle East Course & Overseas Seminar Global Supply Chain Study Tour 20 year anniversary for Holland America Line Global Case Competition
Leverage UW strengths and partner relationships to meet the needs of our trade-dependent region	NW Perspectives on Doing Business in Asia: China Cities Launch NW Global Speakers Roadshow Plan Export Readiness Programs	Arctic Institute and Leadership Program NW Perspectives on Doing Business in Asia: Vietnam Implement Export Readiness Programs	NW Perspectives on Doing Business in Asia: India Community Programs focused on Supply Chains	NW Perspectives on Doing Business in Asia: Korea Community Programs focused on Asia-Pacific
Partner with regional institutions of higher education to build/grow capacity to succeed in global business.	Grow NIBEN membership, w/ focus on community college membership Launch Export Career Pathways & Curriculum National Business Institutes for Community College Faculty	Community College Export Plan Competition Regional BISNET inaugural workshop 1 st annual Regional International Case Competition AIB-West	AIB West with joint NIBEN Workshop National Business Institutes for Community College Faculty	AIB-West

Supplement # 22: Project Implementation Timeline

Programs	Academic Year/Quarter															
	Year 1				Year 2				Year 3				Year 4			
	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	S
Mandate 1 - National Resources																
Global Business Case Competition			♦				♦				♦				♦	
Trademarks & Licensing Biennial Conferences		♦								♦						
MSIs and Global Competitions			♦				♦				♦				♦	
CIBER Business Language Conference			♦				♦				♦				♦	
NASBITE Conference & Certification	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
Global Economic Outlook					♦				♦				♦			
Global Cities Initiative	♦	♦	♦		♦	♦	♦		♦	♦	♦					
Minority Business Conference & Cases			♦				♦				♦				♦	
National District Export Council Forum	♦				♦				♦				♦			
National Center for APEC Briefings	♦	♦	♦		♦	♦	♦		♦	♦	♦		♦	♦	♦	
Net Impact Conference					♦											
Mandate 2 - Critical Foreign Languages																
Business Language Instructional Resources	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
Certificate of International Studies in Business Language Tracks	♦	♦	♦		♦	♦	♦		♦	♦	♦		♦	♦	♦	
Business Language Case Competition	♦				♦				♦				♦			
Language Diplomas	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
Doing Business in China Course			♦				♦				♦				♦	
Export Consulting Projects in Spanish					♦				♦				♦			
CISB Business Language Case Competition			♦				♦				♦				♦	
Business Case Development for Language Courses	♦	♦	♦						♦	♦	♦					
Business Language Scholarships	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
Mandate 3 - Research & Training																
Faculty/PhD Research & Travel Grants				♦				♦				♦				♦
Library & Data Grants				♦				♦				♦				♦
Departmental Seminar Support	♦	♦	♦		♦	♦	♦		♦	♦	♦		♦	♦	♦	
Doctoral Consortium in Operations Management				♦												♦
New Directions in Faculty Research	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
Faculty Development in Asia		♦				♦				♦				♦		
NW Start-Ups Go Global					♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
Global Virtual Team Practicum	♦				♦				♦				♦			
Study Abroad Development Grants			♦	♦			♦	♦			♦	♦			♦	♦
Institute for Health and Global Change	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
Mandate 4 - Training for Students																
Certificate & Degree Programs	♦	♦	♦		♦	♦	♦		♦	♦	♦		♦	♦	♦	
Study Abroad Programs	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
MBA Global Business Study Tours	♦	♦			♦	♦			♦	♦			♦	♦		
International Internships	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
Holland America Line Global Case Competition	♦				♦				♦				♦			

Supplement # 22: Project Implementation Timeline

Programs	Academic Year/Quarter															
	Year 1				Year 2				Year 3				Year 4			
	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	S
Conversations with Global Executives	♦	♦	♦		♦	♦	♦		♦	♦	♦		♦	♦	♦	
Global Business Forum	♦	♦	♦		♦	♦	♦		♦	♦	♦		♦	♦	♦	
Global Biz Week	♦				♦				♦				♦			
Global Consulting Projects	♦	♦	♦		♦	♦	♦		♦	♦	♦		♦	♦	♦	
Business Core Abroad			♦	♦			♦	♦			♦	♦			♦	♦
Global Supply Chain Study Tours						♦								♦		
Middle East Course & Overseas Seminar		♦				♦				♦				♦		
Business of Global Health Programs	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
Joint Degree Programs	♦	♦	♦		♦	♦	♦		♦	♦	♦		♦	♦	♦	
Global Business for High Schools	♦	♦	♦		♦	♦	♦		♦	♦	♦		♦	♦	♦	
Global Student Leaders Program	♦	♦	♦		♦	♦	♦		♦	♦	♦		♦	♦	♦	
Mandate 5 - Regional Resources to Businesses																
MBA & Undergraduate Strategic Consulting	♦	♦	♦		♦	♦	♦		♦	♦	♦		♦	♦	♦	
Executive & Technology Management MBA Study Tours	♦		♦		♦		♦		♦		♦		♦		♦	
Global Leadership & Strategy Program				♦				♦				♦				♦
Community Programs	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
Northwest Perspectives on Doing Business in Asia		♦				♦				♦				♦		
Arctic Institute and Leadership Program				♦				♦				♦				♦
Export Readiness Programs	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
NW Global Business Speakers Roadshow	♦	♦	♦		♦	♦	♦		♦	♦	♦		♦	♦	♦	
Business for Global Impact Series			♦				♦				♦				♦	
Tateuchi Asian Business Distinguished Speaker Series	♦				♦				♦				♦			
Mandate 6 - Regional Faculty, Students & Institutions																
Northwest International Business Educators Network	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
National Business Institutes for Community College Faculty				♦								♦				
Community College Master Teacher Institute				♦				♦				♦				♦
Community College Export Plan Competition						♦				♦				♦		
Export Career Pathways & Curriculum	♦				♦				♦				♦			
Regional International Case Competition					♦				♦				♦			
Regional BISNET					♦				♦				♦			
AIB-West					♦				♦				♦			

CIBER Grant 2010 – 2014: Program Brief



Program:	Community College Export Plan Competition	Staff Lead:	Josie Kraft
Constituents:	Undergraduate students and faculty from regional schools; business community		
Partners:	North Seattle (Community) College; Small Business Development Center		
Mandate:	Serve other faculty, students and institutions of higher education located within their region		
Project Goal:	Partner with regional institutions of higher education to build capacity to succeed in global business.		

Program Description:

Using our experience with business plan and case competitions we propose a new hybrid competition for community college students. It will be focused on developing plans for small business exporting. Student teams at community colleges throughout the NW region will be paired with an export ready small business referred by the Small Business Development Center. Their task will be to develop an export plan in consultation with the small business that includes target countries and market entry and growth strategies. These plans will be presented to panels of business community judges and government export agencies as well as provided to the small businesses. Prizes will include business networking opportunities with regional trade organizations. North Seattle (Community) College has agreed to partner on the development and implementation of this program.

Goals:

- Provide a real-world, international business learning opportunity for students
- Develop export plans usable by regional businesses
- Provide impetus for creation of additional global business learning opportunities and/or greater student enrollment
- Build resumes for students
- Create networking opportunities for students

Outcomes:

- Short term: Students gain valuable international business skills and experiences
- Long term: International business students have greater job opportunities; Regional businesses will export

Evaluation Methods:

- Pre and post surveys of student participants to demonstrate learning
- Surveys of business community participants aimed at capturing relevance for future careers and effectiveness of student work

Budget:

Item	Year 1	Year 2	Year 3	Year 4
Supplies	-	500	500	500
Campus Parking	-	250	250	250
Competition day lunch	-	1000	1000	1000
Facilities	-	1000	1000	1000
Printing (programs, promotional materials, etc)	-	500	500	500
TOTAL	-	3,250	3,250	3,250

Supplement # 23: Example Program Briefs

Planning, Implementation, Evaluation Timeline:

2014-2015	<ul style="list-style-type: none">• Market competition to regional business schools for 2015 participation• Develop pre & post evaluation tool• Plan logistics regarding rules, project distribution process, and judging criteria
2015-2016	<ul style="list-style-type: none">• Select 2015 businesses in partnership with Small Business Development Center• Recruit student teams• Recruit business community judges• Host competition; host post-competition networking events• Pre & post evaluation of 2015 event• Analyze 2015 evaluation and adopt changes for 2016
2016-2017	<ul style="list-style-type: none">• Select 2016 businesses in partnership with Small Business Development Center• Recruit student teams• Recruit business community judges• Host competition; host post-competition networking events• Pre & post evaluation of 2016 event• Analyze 2016 evaluation and adopt changes for 2017• Develop plan for expanding participation in the 3rd year to include additional schools
2017-2018	<ul style="list-style-type: none">• Select 2017 businesses in partnership with Small Business Development Center• Recruit student teams• Recruit business community judges• Host competition; host post-competition networking events• Pre & post evaluation of 2017 event• Develop longitudinal evaluation of 2017 event for administration in 2018

CIBER Grant 2010 – 2014: Program Brief

Program:	Arctic Institute and Leadership Program	Staff Lead:	Kirsten Aoyama
Constituents:	Faculty and scholars from multiple institutions; professionals from international affairs-related sectors, education, government, business, civic, and nonprofits in the United States; Undergraduate students		
Partners:	UW Title VI National Resource Centers (NRCs) including the Canadian Studies Center, Center for Global Studies, Center for West European Studies, East Asia Center, Ellison Center for Russian, East European and Central Asian Studies; University of Alaska, Fairbanks, and the University of the Arctic		
Mandate:	Serve as regional resources to businesses proximately located by offering programs and providing research designed to meet the int'l training needs of these businesses		
Project Goal:	Leverage UW strengths and partner relationships to meet the needs of our trade-dependent region.		

Program Description:

Business opportunities in the Arctic Region are growing – particularly with emerging sea routes caused by climate change. The eight Arctic states (Canada, Denmark, Finland, Iceland, Norway, the Russian Federation, Sweden, US) and six international Indigenous peoples' organizations that make up the Arctic Council are focused on these opportunities and the importance of sustainable development. Led by the UW Canadian Studies Center, UW CIBER and five other UW national resource centers will partner to offer an annual institute for members of the academic and business communities to learn about the Arctic region and its challenges and opportunities. In addition, we will partner with the College of Rural and Community Development branch campuses (Title-III campuses administered by University of Alaska, Fairbanks), University of the Arctic (UArctic) and UArctic member, the Inuit Makivik Corporation in Arctic Québec, to create a leadership program for undergraduates from UW and the circumpolar world. The training will focus on the Arctic Council, Arctic foreign and economic policy, geopolitics in the Arctic, and Arctic indigenous political leadership. Students will also receive an introduction to basic Inuktitut (language of the Inuit). All students who complete the program will receive 10 undergraduate credits and a Leadership Certificate in Arctic Studies. We will also work with UArctic to develop the leadership course as an elective in the Bachelor of Circumpolar Studies program.

Goals:

- Be a leader in sustainable development of the Arctic Region
- Support the creation of influential scholarship related to trade and commerce opportunities and challenges of the Arctic region
- Provide opportunities for undergraduate students to be leaders in sustainable development and to learn about the Arctic region
- Build resumes for students

Outcomes:

- Short term: Arctic academics and experts have stronger network and publish papers; Businesses and other professionals have a better understanding of opportunities and challenges associated with the Arctic region; Students gain valuable leadership and international business skills
- Long term: US businesses are more active in the Arctic supply chain; The Arctic regions' development is sustainable both economically and environmentally

Supplement # 23: Example Program Briefs

Evaluation Methods:

- Qualitative and quantitative surveys of professional participants to look at outcomes of the institute
- Pre and post surveys of student participants to demonstrate learning in the leadership component of the program

Budget:

Item	Year 1	Year 2	Year 3	Year 4
Leadership Program Travel	1000	1000	1000	1000
A/V Equipment Rental & Service	-	1000	-	1000
Food	-	1000	-	1000
Facilities	-	1000	-	1000
Conference Fees/Sponsorship	-	-	3000	-
TOTAL	1000	4000	4000	4000

Planning, Implementation, Evaluation Timeline:

2014-2015	<ul style="list-style-type: none">• Launch leadership program planning; bring UArctic representatives to Seattle• NRC and CIBER committee planning meetings• Plan for first Arctic Institute for professionals in 2015 at UW, including inviting speakers and visiting scholars• Develop surveys for both the leadership program and the Arctic Institute• Administer pre and post evaluation for student leadership program
2015-2016	<ul style="list-style-type: none">• Host first annual Arctic Institute at UW Seattle• Administer qualitative and quantitative surveys of professional participants• Plan for Arctic Institute for professionals in 2016 in DC, including inviting speakers and visiting scholars• Student leadership program planning: bring constituents from the new Arctic Economic Council to Seattle to consult with UW NRCs and CIBER
2016-2017	<ul style="list-style-type: none">• 2nd annual Arctic Institute will be held at the Woodrow Wilson Center in DC to coincide with the U.S. chairmanship of the Arctic Council• Administer qualitative and quantitative surveys of professional participants• Plan for 3rd annual Arctic Institute for professionals in 2017 at UW, including inviting speakers and visiting scholars• Student leadership program development: bring a UArctic representative here to assist UW in getting the course online for dissemination through their network
2017-2018	<ul style="list-style-type: none">• 3rd annual Arctic Institute held at UW• Administer qualitative and quantitative surveys of professional participants• Launch student leadership program course• Administer pre and post evaluation for student leadership program• Faculty visit from Title IIIs in Alaska• Develop plan for 4th annual Arctic Institute• Evaluate student leadership program and plan to implement changes for 2018

Supplement # 24: Program Budgets Overview

	2014-2015		2015-2016		2016-2017		2017-2018		Totals	
PROGRAMS	DOE	Match	DOE	Match	DOE	Match	DOE	Match	DOE	Match
Mandate 1 - National Resources										
Global Business Case Competition	\$0	\$33,226	\$0	\$33,623	\$0	\$34,032	\$0	\$34,453	\$0	\$135,334
Trademarks & Licensing Biennial Conferences	\$1,228	\$0	\$0	\$0	\$1,242	\$0	\$0	\$0	\$2,470	\$0
MSIs and Global Competitions	\$3,080	\$5,000	\$2,142	\$5,000	\$2,207	\$5,000	\$2,273	\$5,000	\$9,702	\$20,000
CIBER Business Language Conference	\$8,070	\$0	\$8,193	\$0	\$8,318	\$0	\$8,448	\$0	\$33,029	\$0
NASBITE Conference & Certification	\$1,540	\$0	\$1,571	\$0	\$1,603	\$0	\$1,636	\$0	\$6,351	\$0
Global Economic Outlook	\$0	\$0	\$0	\$4,970	\$0	\$4,984	\$0	\$4,998	\$0	\$14,951
Global Cities Initiative	\$2,650	\$0	\$2,700	\$0	\$5,751	\$0	\$0	\$0	\$11,101	\$0
Minority Business Conference & Cases	\$11,200	\$5,500	\$11,356	\$5,500	\$11,517	\$5,500	\$11,682	\$5,500	\$45,756	\$22,000
National District Export Council Forum	\$3,080	\$16,000	\$3,142	\$0	\$3,207	\$0	\$3,273	\$0	\$12,702	\$16,000
National Center for APEC Briefings	\$3,100	\$0	\$2,133	\$0	\$2,167	\$0	\$2,202	\$0	\$9,603	\$0
Net Impact Conference	\$0	\$0	\$0	\$3,350	\$0	\$0	\$0	\$0	\$0	\$3,350
Subtotal Mandate 1	\$33,949	\$59,726	\$31,238	\$52,443	\$36,012	\$49,516	\$29,515	\$49,951	\$130,714	\$211,636
Mandate 2 - Critical Foreign Languages										
Business Language Instructional Resources	\$8,070	\$0	\$7,193	\$0	\$7,318	\$0	\$7,448	\$0	\$30,029	\$0
Certificate of International Studies in Business Language Tracks	\$0	\$20,894	\$0	\$21,236	\$0	\$21,588	\$0	\$21,951	\$0	\$85,669
Business Language Case Competition	\$4,500	\$7,058	\$4,500	\$7,194	\$4,500	\$7,335	\$4,500	\$7,480	\$18,000	\$29,068
Language Diplomas	\$1,000	\$2,279	\$1,000	\$2,347	\$1,000	\$2,418	\$1,000	\$2,490	\$4,000	\$9,534
Doing Business in China Course	\$0	\$3,779	\$0	\$3,847	\$0	\$3,918	\$0	\$3,990	\$0	\$15,534
Export Consulting Projects in Spanish	\$0	\$0	\$2,000	\$4,694	\$2,000	\$4,835	\$2,000	\$4,980	\$6,000	\$14,510
CISB Business Language Case Competition	\$3,700	\$4,558	\$2,200	\$4,694	\$2,200	\$4,835	\$2,200	\$4,980	\$10,300	\$19,068
Business Case Development for Language Courses	\$6,070	\$0	\$4,193	\$0	\$5,318	\$0	\$4,448	\$0	\$20,029	\$0
Business Language Scholarships	\$5,000	\$12,279	\$0	\$12,347	\$0	\$12,418	\$0	\$12,490	\$5,000	\$49,534
Subtotal Mandate 2	\$28,341	\$50,846	\$21,085	\$56,361	\$22,337	\$57,347	\$21,596	\$58,362	\$93,358	\$222,916
Mandate 3 - Research & Training										
Faculty/PhD Research & Travel Grants	\$5,000	\$456	\$5,000	\$470	\$5,000	\$484	\$5,000	\$498	\$20,000	\$1,907
Library & Data Grants	\$12,035	\$0	\$7,096	\$0	\$7,159	\$0	\$7,224	\$0	\$33,515	\$0
Departmental Seminar Support	\$4,535	\$0	\$3,596	\$0	\$3,659	\$0	\$3,724	\$0	\$15,515	\$0
Doctoral Consortium in Operations Management	\$9,070	\$0	\$7,193	\$0	\$7,318	\$0	\$9,448	\$0	\$33,029	\$0
New Directions in Faculty Research	\$0	\$10,456	\$0	\$10,470	\$0	\$10,484	\$0	\$10,498	\$0	\$41,907
Faculty Development in Asia	\$0	\$28,485	\$0	\$28,490	\$0	\$28,495	\$0	\$28,499	\$0	\$113,969
NW Start-Ups Go Global	\$0	\$456	\$5,000	\$470	\$5,000	\$484	\$5,000	\$498	\$15,000	\$1,907
Global Virtual Team Practicum	\$2,750	\$5,824	\$2,833	\$15,829	\$2,918	\$15,874	\$3,005	\$15,921	\$11,507	\$53,448
Study Abroad Development Grants	\$12,675	\$12,675	\$12,756	\$12,756	\$12,838	\$12,838	\$12,923	\$12,923	\$51,193	\$51,193
Institute for Health and Global Change	\$0	\$10,456	\$0	\$10,470	\$0	\$10,484	\$0	\$10,498	\$0	\$41,907
Subtotal Mandate 3	\$46,067	\$58,353	\$43,474	\$68,483	\$43,893	\$68,658	\$46,325	\$68,838	\$179,758	\$264,332
Mandate 4 - Training for Students										
Certificate & Degree Programs	\$2,750	\$8,901	\$2,833	\$9,168	\$2,918	\$9,443	\$3,005	\$13,461	\$11,507	\$40,972
Study Abroad Programs	\$7,351	\$8,876	\$5,511	\$9,034	\$5,677	\$9,197	\$5,847	\$9,365	\$24,386	\$36,471
MBA Global Business Study Tours	\$13,501	\$10,750	\$5,666	\$10,833	\$13,836	\$10,918	\$6,011	\$11,005	\$39,013	\$43,507
International Internships	\$7,351	\$2,675	\$5,511	\$2,756	\$5,677	\$2,838	\$5,847	\$2,923	\$24,386	\$11,193
Holland America Line Global Case Competition	\$0	\$4,338	\$0	\$4,378	\$0	\$4,419	\$0	\$4,462	\$0	\$17,596
Conversations with Global Executives	\$0	\$1,439	\$0	\$1,474	\$0	\$1,509	\$0	\$1,545	\$0	\$5,967

Supplement # 24: Program Budgets Overview

	2014-2015		2015-2016		2016-2017		2017-2018		Totals	
PROGRAMS	DOE	Match	DOE	Match	DOE	Match	DOE	Match	DOE	Match
Global Business Forum	\$2,750	\$3,250	\$2,833	\$3,333	\$2,918	\$3,418	\$3,005	\$3,505	\$11,507	\$13,507
Global Biz Week	\$1,000	\$1,338	\$1,000	\$1,378	\$1,000	\$1,419	\$1,000	\$1,462	\$4,000	\$5,596
Global Consulting Projects	\$2,750	\$13,550	\$2,833	\$13,567	\$2,918	\$13,584	\$3,005	\$13,601	\$11,507	\$54,301
Business Core Abroad	\$4,675	\$10,535	\$2,756	\$20,551	\$2,838	\$20,568	\$2,923	\$20,585	\$13,193	\$72,239
Global Supply Chain Study Tours	\$5,000	\$0	\$10,833	\$31,416	\$0	\$0	\$11,005	\$31,503	\$26,838	\$62,919
Middle East Course & Overseas Seminar	\$5,200	\$6,000	\$5,356	\$6,000	\$5,517	\$6,000	\$5,682	\$6,000	\$21,756	\$24,000
Business of Global Health Programs	\$4,750	\$2,750	\$4,833	\$5,333	\$4,918	\$5,418	\$5,005	\$5,505	\$19,507	\$19,007
Joint Degree Programs	\$0	\$228	\$0	\$235	\$0	\$242	\$0	\$249	\$0	\$954
Global Business for High Schools	\$5,675	\$2,500	\$5,756	\$3,000	\$5,838	\$3,000	\$5,923	\$3,000	\$23,193	\$11,500
Global Student Leaders Program	\$7,351	\$0	\$7,511	\$0	\$10,177	\$0	\$10,347	\$0	\$35,386	\$0
Subtotal Mandate 4	\$70,106	\$77,131	\$63,232	\$122,454	\$64,231	\$91,972	\$68,608	\$128,171	\$266,177	\$419,728
Mandate 5 - Regional Resources to Businesses										
MBA & Undergraduate Strategic Consulting	\$0	\$11,414	\$0	\$11,457	\$0	\$11,501	\$0	\$11,546	\$0	\$45,918
Executive & Technology Management MBA Study Tours	\$0	\$20,550	\$0	\$20,567	\$0	\$20,584	\$0	\$20,601	\$0	\$82,301
Global Leadership & Strategy Program	\$0	\$5,200	\$0	\$5,356	\$0	\$5,517	\$0	\$5,682	\$0	\$21,756
Community Programs	\$8,700	\$4,063	\$5,500	\$4,125	\$5,500	\$4,188	\$3,000	\$4,254	\$22,700	\$16,630
Northwest Perspectives on Doing Business in Asia	\$5,700	\$1,500	\$5,356	\$3,000	\$5,517	\$1,500	\$5,682	\$3,000	\$22,256	\$9,000
Arctic Institute and Leadership Program	\$7,200	\$0	\$9,356	\$0	\$9,517	\$0	\$9,682	\$0	\$35,756	\$0
Export Readiness Programs	\$2,000	\$3,563	\$2,000	\$3,625	\$2,000	\$3,688	\$2,000	\$3,754	\$8,000	\$14,630
NW Global Business Speakers Roadshow	\$2,000	\$6,126	\$1,500	\$6,249	\$1,500	\$6,377	\$1,500	\$6,508	\$6,500	\$25,260
Business for Global Impact Series	\$1,000	\$0	\$0	\$3,063	\$0	\$3,125	\$0	\$3,188	\$1,000	\$9,376
Tateuchi Asian Business Distinguished Speaker Series	\$0	\$9,281	\$0	\$9,312	\$0	\$9,344	\$0	\$18,754	\$0	\$46,692
Subtotal Mandate 5	\$26,600	\$52,416	\$23,712	\$57,441	\$24,034	\$56,479	\$21,865	\$58,534	\$96,211	\$271,563
Mandate 6 - Regional Faculty, Students, & Institutions										
Northwest International Business Educators Network	\$8,000	\$4,126	\$6,000	\$4,249	\$6,000	\$4,377	\$6,000	\$4,508	\$26,000	\$17,260
National Business Institutes for Community College Faculty	\$3,000	\$413	\$0	\$0	\$3,000	\$438	\$0	\$451	\$6,000	\$1,302
Community College Master Teacher Institute	\$1,000	\$825	\$1,000	\$850	\$1,000	\$875	\$1,000	\$902	\$4,000	\$3,452
Community College Export Plan Competition	\$0	\$5,200	\$8,606	\$10,660	\$8,767	\$10,660	\$8,932	\$10,660	\$26,305	\$37,180
Export Career Pathways & Curriculum	\$7,700	\$1,200	\$7,856	\$1,200	\$8,017	\$1,200	\$8,182	\$1,200	\$31,756	\$4,800
Regional International Case Competition	\$0	\$0	\$5,000	\$4,249	\$5,000	\$4,377	\$5,000	\$4,508	\$15,000	\$13,134
Regional BISNET	\$0	\$0	\$5,756	\$0	\$5,838	\$0	\$5,923	\$0	\$17,517	\$0
AIB-West	\$0	\$228	\$0	\$1,235	\$0	\$1,242	\$0	\$1,240	\$0	\$3,945
Subtotal Mandate 6	\$19,700	\$11,991	\$34,218	\$22,444	\$37,622	\$23,169	\$35,038	\$23,469	\$126,579	\$81,073
Totals	\$224,763	\$310,463	\$216,959	\$379,626	\$228,128	\$347,141	\$222,946	\$387,326	\$892,796	\$1,424,555

Notes:

*Includes partial faculty/staff salaries based on program workload distribution

*Match does not show all program costs/revenues from fees; only one to one match included per university requirements.

Supplement # 25: Resumes for CIBER Management Team and Selected Key UW Personnel

1. MARIE ANCHORDOGUY, Chair and Professor, Japan Studies Program

Henry M. Jackson School of International Studies, University of Washington, 2006 – present

EDUCATION

Ph.D., School of Business Administration, University of Berkeley, 1986

M.B.A., School of Business Administration, University of Berkeley, 1982

B.A., Japanese Studies, University of Berkeley, 1978

B.A., Music University of Berkeley, 1978

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Entrepreneurship, Innovation, and the Emergence of the Electronics Sector in Japan”, in *The Boundary of the Firm and Collective Knowledge Management: Reprogramming Business Institutions for Open Innovation*, Haruo Horaguchi, editor, Proceedings of Kyoto University and Hosei University Joint International Workshop, 2012, p.1-39.

Teaching Activities

Japanese Business and Technology; Political Economy of Japan; Introduction to Contemporary Japan

SELECTED INTERNATIONAL PROFESSIONAL ACTIVITIES

Co-editor, *Journal of Japanese Studies*, 2004-present

DISTINCTIONS

U.S.-Japan Friendship Commission Grant Recipient

National Science Foundation (NSF) Research Fellowship, National Institute of Science and Technology Policy, Japan's Science and Technology Agency, September 1992-July 1993

2. KIRSTEN AOYAMA, Director, CIBER

Foster School of Business, University of Washington, 2000 - present

EDUCATION

Executive Development Program Certificate, Foster School of Business, 2003

M.A., Japanese Studies, University of Washington, 1994

B.A., Asian Studies, Tufts University, 1990

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Executive Committee Member, Washington State China Relations Council, 2013-present

International Business Technical Advisory Committee Member, North Seattle Community College, 2013-present

Advisory Council Member, University of Washington Office of Global Affairs, 2009 - present

Advisory Board Member, Trade Development Alliance, 2001 - 2014

Advisory Board Member, University of Washington Certificate in Business for International Professionals, 2001 – present

Founding President and Treasurer, Fulbright Association Greater Puget Sound Chapter, 2000 – 2014

Member, University of Washington Language Board, 2005 – 2009

National Board Member, Fulbright Association 2002 – 2007

International Marketing Manager, URS/O'Brien Kreitzberg, 1998-2000

Aviation Marketing, Port of Seattle/SeaTac Airport, 1992-1998

OTHER INTERNATIONAL EXPERIENCE

Fulbright Grant, Tohoku University, Japan, 1990-1991

Language Study: Japanese (7 years)

Supplement # 25: Resumes for CIBER Management Team and Selected Key UW Personnel

3. LETA BEARD, Senior Lecturer, Marketing & International Business

Foster School of Business, University of Washington, 1995 – present

EDUCATION

M.B.A., Finance and Marketing, University of Washington, 1980

B.A., Business Administration, Marketing and Management, University of Washington, 1978

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Teaching Activities

Marketing; International Business

SELECTED INTERNATIONAL PROFESSIONAL ACTIVITIES

Faculty Advisor, Business Core Abroad Program, 2014

Faculty Director, UW Exploration Seminar, Ireland, 2008-2014

Faculty Advisor, International Business Case Competitions in Canada, China, Denmark, New Zealand, Portugal and Singapore, 2008-2014

Faculty Development in International Business at the University of South Carolina, 2012

Faculty Advisor, MBA Global Business Study Tour, Puerto Rico 2009

DISTINCTIONS

Marketing and International Business Faculty of the Year, 2013

Marketing Professor of the Quarter, Winter 2012

Marketing Professor of the Quarter, Winter 2011

IFC/PanHellenic Faculty Member of the Year Award, 2011

Alpha Kappa Psi (Business Fraternity) Professor of the Quarter, Fall 2010

Wells Fargo Faculty Award for Undergraduate Teaching, 2010, 2007

Marketing Professor of the Year, 2010

UW Distinguished Contribution to Lifelong Learning Award, 2009

4. XIAO-PING CHEN, Chair and Professor, Management & Organization

Foster School of Business, University of Washington, 1999 - present

EDUCATION

Ph.D., Social and Organizational Psychology, University of Illinois at Urbana-Champaign, 1995

M.A., Social and Organizational Psychology, University of Illinois at Urbana-Champaign, 1992

M.E.d., Industrial and Organizational Psychology, Hangzhou University, 1988

B.S., Industrial and Organizational Psychology, Hangzhou University, 1985

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Conceptualizing culture as communication in management and marketing research,” with W. Adair and N. Buchan, in C. Nakata (ed.), *Beyond Hofstede: Culture Frameworks for Global Marketing and Management*, Macmillan’s Palgrave, forthcoming.

“A critical analysis of guanxi and its negative externalities in Chinese organizations,” with C.C. Chen, *Asia Pacific Journal of Management*, Vol. 26, 2009, pp. 37-53.

“Guanxi dynamics: Shifts in the closeness of ties between Chinese coworkers,” with S. Peng, *Management and Organization Review*, Vol. 4, No. 1, 2008, pp. 63-80.

Managing Across Cultures. Beijing: Tsinghua University Press, 2006.

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Faculty Director, Northwest International Business Educators Network

President, International Association for Chinese Management Research, 2006-2008

Editorial Board Member, *Journal of International Business Studies*

Supplement # 25: Resumes for CIBER Management Team and Selected Key UW Personnel

DISTINCTIONS

Philip M. Condit Endowed Chair in Business Administration 2013-present

Winner, Andrew Smith Faculty Development Award 2010

Outstanding University of Washington Woman Award 2010

Outstanding Ph.D. Mentor Award 2009, 2004

5. JEAN CHOY, Associate Dean, Executive Education & International Initiatives

Foster School of Business, University of Washington, 2010 – present

EDUCATION

M.B.A., University of Washington Foster School of Business, 2007

B.A., University of Washington Foster School of Business, 1987

SELECTED INTERNATIONAL TEACHING ACTIVITIES

Cross Cultural Communications; Managing Team Dynamics in a Global Setting; Presentation

Skills (international student course); US Business Culture (international student course)

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Board Member, Pacific Rim Bankers Program

Board Member, University Consortium of Executive Education

Board Member, Foster Executive Education Board

Board Member, UW Continuing Education

OTHER INTERNATIONAL EXPERIENCE

Lived in Korea (4 years) and Japan (10 years)

Fluent in Japanese and Korean

6. KATHRYN DEWENTER, Associate Professor, Finance & Business Economics

Foster School of Business, University of Washington 1992 – present

EDUCATION

Ph.D., International Business and Economics, University of Chicago, 1993

M.B.A., Graduate School of Business, Stanford University, 1985

M.A., International Policy Studies, Stanford University, 1985

B.A., Asian Studies and Economics, Tufts University, 1981

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Can Event Study Methods Solve the Currency Exposure Puzzle?,” with Rocky Higgins and Tim Simin, *Pacific Basin Finance Journal*, 2005, vol 13, 119-144.

“The Risk-Sharing Role of Japanese Keiretsu Business Groups: Evidence from Restructuring in the 1990’s,” *Japan and The World Economy*, 2003, Vol 15, Issue 3, 261-274.

“State-Owned and Privately-Owned Firms: An Empirical Analysis of Profitability, Leverage, and Labor Intensity,” with Paul Malatesta, *The American Economic Review*, 2001, Vol. 91 No. 1, 320-334.

“Investment Bank Reputation and Relaxed Listing Requirements: Evidence from Infrastructure Firm IPOs in Hong Kong,” with Laura Field, *Pacific Basin Finance Journal*, 2001, Vol. 9 No. 2, 101-117.

Teaching Activities

Competing in the Global Economy; International Finance; Macroeconomics

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Associate Editor, *Japan and the World Economy*

DISTINCTIONS

Joshua Green Family Endowed Professor

Supplement # 25: Resumes for CIBER Management Team and Selected Key UW Personnel

Undergraduate Professor of the Year for Finance and Business Economics, 2008
Andrew V. Smith Faculty Development Award, 2006
Faculty Director, UW CIBER, 2000-2006

7. DEBABRATA DEY, Professor, Information Systems & Operations Management

Foster School of Business, University of Washington 1997 - present

EDUCATION

Ph.D., University of Rochester, 1994
M.S., University of Rochester, 1992
M.S., Syracuse University, 1989
B.Tech., IIT Kharagpur, India, 1986

SELECTED INTERNATIONAL RESEARCH

“A Dynamic View of the Impact of Network Structure on Technology Adoption: The Case of OSS Development,” with G. Peng, *Information Systems Research* (forthcoming).

“Design and Analysis of Contracts for Software Outsourcing,” with M. Fan and C. Zhang, *Information Systems Research*, Vol 1, No.1, pp 93-114 (2010).

“A Framework for Reconciling Attribute Values from Multiple Data Sources,” *Management Science*, Vol. 53, No. 12, pp. 1946-1963, 2007.

“Record Matching in Data Warehouses: A Decision Model for Data Consolidation,” *Operations Research*, Vol. 51, No. 2, pp. 240-254, 2003.

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Chair, Information Systems and Operations Management

Faculty Director, Doctoral Internationalization Workshop in Information Systems

Senior Editor, *Information Systems Research*

Associate Editor: *Management Science*, *INFORMS Journal on Computing*, *Information Technology and Management*

DISTINCTIONS

Marion B. Ingersoll Professor of Information Systems

Evert McCabe Faculty Fellow

8. CHRISTINA FONG, Senior Lecturer, Management & Organization

Foster School of Business, University of Washington, 2011 – present

EDUCATION

Ph.D., Organizational Behavior, Graduate School of Business, Stanford University
M.A., Sociology, Stanford University
B.A., Psychology, Williams College

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Teaching Activities

Academic Director for the Global Business Forum

Teach Organizational Leadership in the Global Executive MBA program

DISTINCTIONS

Distinguished Teaching Award, University of Washington, 2011

9. DEANNA FRYHLE, Program Adviser, Certificate of International Studies in Business (CISB) Program

Foster School of Business, University of Washington, 2000 - present

EDUCATION

M.P.A., Evans School of Public Affairs, University of Washington, 1991

Supplement # 25: Resumes for CIBER Management Team and Selected Key UW Personnel

B.A., Biology, Gettysburg College, 1979

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Staff Assistant, Business Core Abroad Italy, Summer Term A Courses, Rome, Italy, Summer 2013

Assistant Director, Half the Sky India Summer Term B course , Summer, 2012

Presenter, “Integrative Academic Models,” Region I NAFSA Conference, October 2009

Program Coordinator, MPA Program, Institute of Public Service, Seattle University, 1992 - 2000

Member, Todo Folklore Cubano, Seattle, WA 2006 – present

Member, NAFSA, 2001 – 2005

International Artist in Residence Grant writer, West Woodland Elementary School, 1999 – 2001

Volunteer, John Stanford International School Steering Committee, 1998-1999

Advisory Board Member, St. James ESL Program, Seattle, WA 1994-1997

OTHER INTERNATIONAL EXPERIENCE

Teacher, English as a Foreign Language, Centro Colombo Americano, Colombia, 1982-83

Languages spoken: Intermediate Spanish, Portuguese

10. VINCENT GALLUCCI, Chair, Canadian Studies Center and Professor, Aquatic and Fisheries Sciences, College of the Environment

School of Aquatic and Fisheries Science, College of the Environment, University of Washington, 1978 – present

EDUCATION

Ph.D., Statistics, North Carolina State University/University of North Carolina, 1971

M.S., Biophysics, State University of New York at Buffalo, 1966

B.S., Physics, State University of New York at Stony Brook 1963

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

Gallucci, V., N. Fabbi, and D. Hellmann, “Geopolitics, Arctic Council, and Arctic Resources,” Fishing People of the North, February 2013.

Gallucci, V., and A. Bailes. “Policy and Biological Analyses of Fisheries Collapses in Arctic and Subarctic Seas.” Stanford University Journal of Law, Science and Policy, 2013.

Gallucci, V., N. Fabbi & D. Hellmann. “Geopolitics, Arctic Council and Arctic Ocean Resources.” Fishing People of the North. Eds. Carothers et al. Alaska Sea Grant, University of Alaska Fairbanks, 2012.

Gallucci, V. and D. Hellmann. “The Arctic Ocean, the Arctic Council, Second Gold Rush and a Geopolitical Whodunit.” Wakefield Symposium on Fishing People of the North. Anchorage, 2011.

Teaching Activities

Faculty positions: University of Iceland; University of Bari, Italy; University of Parma, Italy; University of Bergen, Norway

OTHER INTERNATIONAL EXPERIENCE

Fluent in Italian and Russian, Intermediate Spanish

International conservation science and policy with a focus on the marine environments

Arctic Council and on the development of NE Asia and Russian Far East policy and fisheries management

11. DEBRA GLASSMAN, Faculty Director, CIBER and Senior Lecturer, Finance & Business Economics

Foster School of Business, University of Washington, 1992 – present

Supplement # 25: Resumes for CIBER Management Team and Selected Key UW Personnel

CIBER Faculty Director, 2006 – present

Certificate of International Studies in Business Faculty Director, 2003-present

EDUCATION

Ph.D., University of Wisconsin, 1980

M.S., University of Wisconsin, 1979

B.A., University of Michigan, 1975

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Market Timing by Global Fund Managers” with Leigh Riddick, *Journal of International Money and Finance*, November 2006, Vol. 25, Issue 7, 1029-1050

“What Causes Home Asset Bias and How Should It Be Measured?” with Leigh Riddick, *Journal of Empirical Finance*, March 2001, 8 (1), 35-54.

“Conditioning Manager Alphas of Economic Information: Another Look at the Persistence of Performance,” with Jon A. Christopherson and Wayne E. Ferson, *Review of Financial Studies*, 1998.

Teaching Activities

Programs: Executive MBA, Global Executive MBA, Technology Management MBA, full-time MBA, part-time MBA, undergraduate program

Courses: Global Macroeconomics; International Finance

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Public talks to World Affairs Council, Washington State CPA Association, Phi Beta Kappa

Puget Sound Association, Seattle and Portland UW alumni

FLAS and Bonderman Fellowship committees

Member of Advisory Committees for European Union Center, Center for West European Studies, Global Health Minor, Trademarks & Licensing

Member of Executive Committee for Phi Beta Kappa

DISTINCTIONS

Evening MBA Class of 2013 Core Professor of the Year

Technology Management MBA 2011 Faculty of the Quarter

Global Executive MBA Award for Teaching Excellence: 2001-2009

Professor of the Quarter, Fall 2005 Evening MBA Elective Program

Professor of the Year, Evening MBA Program, 2003

12. MARY KAY GUGERTY, Associate Professor, Non-profit Management

Daniel J. Evans School of Public Affairs, University of Washington, 2009 – present

EDUCATION

Ph.D., Political Economy and Government, Harvard University, 2001

M.B.A., Harvard Kennedy School, 1993

B.A., Political Science and Economics, Georgetown University, 1985

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

The Emergence of NGO Self-Regulation in Africa. *Nonprofit and Voluntary Sector Quarterly*, December 2010: 39(6): 1087-1112.

Ethnic Diversity, Social Sanctions, and Public Goods in Kenya, with Edward Miguel, 2005. *Journal of Public Economics*, 89(2005): 2325-2368.

Teaching Activities

Supplement # 25: Resumes for CIBER Management Team and Selected Key UW Personnel

Program Evaluation in Developing Countries; the Political Economy of African Development; International Development Management; the Role of NGOs in International Development; Managing Policy in a Global Context

SELECTED INTERNATIONAL PROFESSIONAL ACTIVITIES

Faculty Affiliate, Center for the Evaluation of Global Action (CEGA), University of California at Berkeley, 2013-present

Network Affiliate, Innovations for Poverty Action (IPA). 2012-present

Board of Editors, Journal of Public Administration and Theory (JPART), 2009-2013

Adjunct Director, African Studies Program, Jackson School of International Studies, 2009-2010

Advisor, Rockefeller Disease Surveillance Networks Evaluation, Department of Global Health, University of Washington, 2010, Research Coordinator, Kenya Local Community Action Project, The World Bank, 1998-2000

Consultant, Consulting Assistance on Economic Reform Project (CAER), Harvard Institute for International Development, 1997-2000

DISTINCTIONS

Nancy Bell Evans Endowed Professor in Nonprofit Management, 2013-present

13. KATHLEEN HATCH, Assistant Director, Undergraduate Programs, CIBER

Foster School of Business, University of Washington, 2008 - present

EDUCATION

M.P.A., Evans School of Public Affairs, University of Washington, expected 2015

B.A., Business Administration, University of Washington, 2008

B.A., Spanish, University of Washington, 2008

Certificate of International Studies in Business, University of Washington, 2008

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

BISNET Member, 2012-present

Intern, Consulate of Mexico, Seattle, WA, 2005-2006

OTHER INTERNATIONAL EXPERIENCE

Study Abroad Program Co-director, South Africa 2011, China 2012 & 2013, Italy 2013 & 2014

Study Abroad, La Universidad de Cadiz, Cadiz, Spain, 2004-2005

Rotary International Exchange, Colegio Pumahue, Santiago, Chile, 2002-2003

Language Study: Spanish (11 years)

14. APURVA JAIN, Associate Professor, Information Systems & Operations Management

Foster School of Business, University of Washington, 2000 – present

EDUCATION

Ph.D., Operations and Supply Chain Management, Krannert School of Management, Purdue University

M.S., National Institute for Training in Industrial Engineering, 1989

B.S., University of Roorkee, 1988

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“A Supply Chain Model with direct and Retail Channels,” with A. Dumrongsiri, M. Fan, M., and K. Moinsadeh. European Journal of Operational Research, (Special Issue on Economics of Operations and Information Management, 187 (2008), 691-718.

“Value of Capacity Pooling for Heterogeneous Customers,” European Journal of Operational Research, 177 (2007), 239-260.

Supplement # 25: Resumes for CIBER Management Team and Selected Key UW Personnel

“Priority and Dynamic Scheduling in a Make-to-Stock Queue with Hyperexponential Demand,” Naval Research Logistics, 53, (2006), 363-382.

“A Supply Chain Model with Reverse Information Exchange,” with K. Moinzadeh. Manufacturing & Service Operations Management, Vol. 7, No. 4, (2005), 361-378.

“Modeling the Impact of Merging Capacity in a Production-Inventory System,” with A. Iyer, Management Science, Vol. 50, No. 8, (2004), 1082-1094.

“The Logistics Impact of a Mixture of Order-Streams in a Manufacturer-Retailer System,” with A. Iyer, Management Science, Vol. 49, No. 7, (2003), 890-906.

Teaching Activities

Operations Management & Supply Chain Management

SELECTED INTERNATIONAL PROFESSIONAL ACTIVITIES

Consulting experience: Motorola and Molex, India & Process and Resource planning POMS International Conference, Hyderabad, India, 2013

Member, INFORMS

International Grant, Managing the Impact of Variability on Manufacturer and Retailers in Consumer Goods Supply Chains. Research Grant from International Commerce Institute of ERC Europe, 2008-2012

Professional trips to China and Thailand

15. SHAILENDRA JAIN, Chair and Professor, Marketing & International Business

Foster School of Business, University of Washington, 2011 – present

EDUCATION

Ph.D., New York University, 1995

M Phil, New York University, 1992

MBA, Indian Institute of Management, Ahmedabad, India, 1984

B.E, Chemical, Brila Institute of Technology and Science, Pilani, India, 1982

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

Branding, categorization, comparative advertising, economics of information, individual differences (self-regulating theories) in response to marketing stimuli, motivated reasoning, warranties

Teaching Activities

Visiting Assistant Professor, Indian School of business (IBS), 2007, 2008

Visiting Assistant Professor, Johnson Graduate School of Management, Cornell University, 2001-2002

Assistant Professor, University of Rochester, 1994-2001

SELECTED INTERNATIONAL PROFESSIONAL ACTIVITIES

Chair, Department of Marketing and International Business, Foster School of Business, University of Washington

Worked in India in industry as brand manager and general manager for 6 years

American Marketing Association, Society for Consumer Psychology, Association for Consumer Research

Branch Manager, Mudra Communications Ltd, 1985-1987

Assistant Branch Manager, McDowell & Co. Ltd, India, 1984-1985

DISTINCTIONS

Dean's Faculty Research Award, Foster School of Business, 2010

Co-Chair, Society for Consumer Psychology (SCP) Conference, San Diego, 2009

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Kelley School of Business Research Productivity Award, 2007
3M University Relations Faculty Research Grant, 2006-2008
Co-Chair, American Psychological Association Division 23 Conference, 2005
Daniel Siegel Award for Outstanding Contribution and Service to MBA Community, 2010
EMBA Professor of the Year, North America Option, 2010
EMBA Professor of the Year, Regional Option, 2010, 2011
PACCAR Award for Excellence in Teaching, 2009
MBA Core Professor of the Year, 2009
MBA Core Professor of the Quarter, 2009

16. JAMES JIAMBALVO, Dean and Professor, Accounting

Foster School of Business, University of Washington, 1977 – present
Dean, 2005 - present

EDUCATION

Ph.D., The Ohio State University, 1977
M.A.S., University of Illinois, 1973
B.S., University of Illinois, 1970

SELECTED RESEARCH

Research & Publications

Managerial Accounting Fourth Edition, John Wiley and Sons, 2009.

“Do Stock Prices Fully Reflect the Implications of Special Items for Future Earnings,” with Burgstahler, D and Shevlin, T., Journal of Accounting Research, (June 2002).

“Institutional Ownership and the Extent to Which Stock Prices Reflect Future Earnings,” with Rojgopal, S., and M. Venkatachalam, M., Contemporary Accounting Research, (Spring 2002).

SELECTED PROFESSIONAL AND COMMUNITY ACTIVITIES

Executive Director, UW CIBER
Editorial Board, The Accounting Review, 2000-2005
Editorial Board, Contemporary Accounting Research, 1989-present
Editorial Board, Auditing: A Journal of Theory and Practice, 1999-2001

DISTINCTIONS

Kirby L. Cramer Endowed Chair
Dean’s Citizenship Award, 2003
Lex N. Gamble Award for Excellence in E-Commerce, 2002
Andrew V. Smith Award for Service to the School of Business, 2000

17. RESAT KASABA, Director and Professor

Henry M. Jackson School of International Studies, University of Washington, 1986-present

EDUCATION

Ph.D., Sociology, SUNY Binghamton

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Two Lives in Izmir at the End of World War One,” Remembering Donald Quataert.
(Forthcoming)

“Nomads and Tribes in the Ottoman Empire,” Christine Woodhead ed., The Ottoman World, London and New York: Routledge, 2012, pp. 11-24.

Supplement # 25: Resumes for CIBER Management Team and Selected Key UW Personnel

- “Turkey from the rise of Atatürk” The New Cambridge History of Islam, Vol. 5: Francis Robinson ed., The Islamic World in the Age of Western Dominance (Cambridge: Cambridge University Press, 2010, pp. 301-335
- “La sociologie du Moyen-Orient et le Moyen-Orient dans la sociologie,” Eberhard Kienle ed., Les sciences sociales en voyage” L’Afrique du Nord et le Moyen-Orient vus d’Europe, d’Amérique et de l’intérieur, Paris and Aix en-Provence: Karthala and Iremam, 2010, pp. 113-134.
- “Antakya Between Empire and Nation,” P. Nikiforos Diamandouros, Thalia Dragonas and Çağlar Keyder eds., Spatial Conceptions of the Nation, London: I.B. Tauris, 2010, pp. 193-210.
- “Turkey Loses its Way, Muftah, April 22, 2014, <http://muftah.org/turkey-loses-way/#.U13PrF7FIG5>.
- “Turkey’s Hope: The Future” Crosscut, June 21, 2013, <http://crosscut.com/2013/06/21/internationalrelations/115049/kasaba-op-ed-turkey/>.
- “Turkey is not another Arab Spring Chapter,” Seattle Times, June 18, 2013,, http://seattletimes.com/html/opinion/2021212030_resatkasabaopedxml.html.

Teaching Activities

Courses: Origins of the Global system, Iraq War, and Seminar in Turkish Studies

SELECTED INTERNATIONAL PROFESSIONAL ACTIVITIES

Member of the Executive Board, Association of the Professional Schools of International Studies

OTHER INTERNATIONAL EXPERIENCE

Elected member of the Turkish Academy of Sciences

18. JENNIFER KOSKI, Associate Professor, John B. and Delores L. Fery Faculty Fellow, Finance & Business Economics

Foster School of Business, University of Washington, 1991 - present

EDUCATION

Ph.D., Stanford University, 1991

M.B.A., Harvard University, 1987

B.S., Brown University, 1983

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Euro Conversion and the Competition for Order Flow Among European Exchanges,” with Kathryn Dewenter and Xi Han, August 2013

Teaching Activities

Executive Education courses

SELECTED PROFESSIONAL AND COMMUNITY ACTIVITIES

Study Tour Faculty Leader in Brazil, 2012

Faculty Study Tour in Shanghai and Beijing, 2009

Faculty Study Tour in Taipei and Hong Kong, 2011

DISTINCTIONS

PACCAR Award for Teaching Excellence, 2001, 2008

Charles E. Summer Outstanding Teaching Award, 2000, 2003, 2005, 2007

Daniel R. Siegel Service Award, 2000, 2005, 2006, 2007, 2012, 2013

MBA Core Professor of the Year: 1994, 1996, 2001-2008

MBA Core Professor of the Quarter: Winter 2001-2004, 2006-2008; Spring 1992-1994, 1996.

MBA Elective Professor of the Year: 2012, 2013

Supplement # 25: Resumes for CIBER Management Team and Selected Key UW Personnel

MBA Elective Professor of the Quarter: Autumn 2006, 2008-2013; Winter 2013-14; Spring 2010

Evening MBA Elective Professor of the Year: 2013

Evening MBA Core Professor of the Quarter: Fall 2005

MBA Core Teaching Team of the Year: 1997, 1998, 2000

Burlington Northern Foundation Faculty Achievement Award, 1993

PhD Mentor of the Year Award, 2001

Andrew V. Smith Faculty Development Award, 2003

Dean's Citizenship Award, 2004

WSECU Faculty Member of the Week, Sept. 13, 2008

Undergraduate Finance Instructor of the Quarter: Autumn 2009

Lex N. Gamble Family Award for Excellence in Case Development and Curriculum Innovation, 2012

Ron Crockett Award for Excellence in Graduate Teaching, 2014

Ron Crockett Award for Innovation in Education, 2014

19. SURESH KOTHA, Professor, Management & Organization

Foster School of Business, University of Washington, 1996 - present

EDUCATION

Ph.D., Rensselaer Polytechnic Institute, 1988

M.S., Rensselaer Polytechnic Institute, 1986

M.B.A., Rensselaer Polytechnic Institute, 1983

M Arch, Rensselaer Polytechnic Institute, 1982

B. Arch., University of Madras, 1980

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

"Exploration and Knowledge Creation through External Venturing: Evidence from the Telecommunication Equipment Manufacturing Industry," with Anu Wadhwa, *The Academy of Management Journal*, 2006.

"Technological Sophistication versus Cultural Similarity: An Empirical Analysis of Country Factors Influencing Location Decision in The Internationalization of Internet Firms," with F. Rothaermel and H. K. Steensma, *Journal of Management*, February 2006, Vol. 32, pp 56-82.

Teaching Activities

Corporate Entrepreneurship; Global eBusiness; Strategic Management Technology and Innovation

SELECTED PROFESSIONAL AND COMMUNITY ACTIVITIES

Research Director, Center for Innovation and Entrepreneurship

Editorial Review Board Member, *Strategic Management Journal*

Past Associate Editor, *Journal of Operations Management*

DISTINCTIONS

Battelle/Olesen Excellence Chaired Professorship, 2004-present

Dean's Best Faculty Case Award, 2006

Stevens Institute Best Paper award on Corporate Entrepreneurship, Babson Research Conference, 2005

20. JOSIE KRAFT, Assistant Director of Community and Faculty Programs, CIBER

Foster School of Business, University of Washington, 2013 – present

EDUCATION

Supplement # 25: Resumes for CIBER Management Team and Selected Key UW Personnel

B.A., Psychology, Minor in Nonprofit Leadership, Seattle University, 2007

SELECTED PROFESSIONAL AND COMMUNITY ACTIVITIES

Volunteer and Program Manager for Microenterprise Development Organization, Seattle, WA, 2007-2010

Director of Financial Services for Microenterprise Development Organization, Seattle, WA, 2010-2013

Chair of Financial Education Providers Network (a coalition of community members under the Seattle King County Asset Building Coalition), 2011-2013

OTHER INTERNATIONAL EXPERIENCE

Study Abroad, University of Sussex, England, 2005-2006

Faculty Development Tour Audit, Hong Kong, Kunming, Chongqing, Shanghai, China, 2014

Staff Director on Undergraduate Exploration Seminar to London, England (Fall 2014)

21. THOMAS LEE, Associate Dean for Academic and Faculty Affairs and Professor, Management & Organization

Foster School of Business, University of Washington, 1983 - present

EDUCATION

Ph.D., Management, University of Oregon, 1984

M.A., Industrial Psychology, Bowling Green State University, 1977

A.B., Psychology, University of California, Berkeley, 1975

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

"Turnover contagion: How coworkers' job embeddedness and coworkers' job search behaviors influence quitting," with W. Felts, T.R. Mitchell, D. Heckman, B.C. Holtom and W.S. Harman, *Academy of Management Journal*, 2009.

"Explaining Employment Relationships with Social Exchange and Job Embeddedness," with P.W. Hom, A.S. Tsui, J.B. Wu, Y. Zhang, P.P. Fu and L. Li, *Journal of Applied Psychology*, Vol. 94, 2009, pp. 277-297.

"The management professor," *Academy of Management Review*, Vol. 34, 2009, pp. 196-199.

"Job embeddedness in a culturally diverse environment," with C. Mallol and B.C. Holtom, *Journal of Business and Psychology*, Vol. 22, 2007, pp. 35-44.

Teaching Activities

Employee hiring, retention and commitment

SELECTED PROFESSIONAL AND COMMUNITY ACTIVITIES

Past President, Academy of Management, 2008-2009

President, Academy of Management, 2007-2008

DISTINCTIONS

Hughes M. Blake Endowed Professor of Management

22. KAMRAN MOINZADEH, Professor and Chair, Information Systems & Operations Management

Foster School of Business, University of Washington, 1984 – present

EDUCATION

Ph.D., Industrial Engineering, Stanford University, 1985

M.S., Operations Research, Stanford University, 1982

B.A., Computer Science, University of California, San Diego, 1981

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research Activities

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Supply Chain Management

Inventory Management

Stochastic Models in Production & Operations Management

Teaching Activities

Supply Chain Management. Conducted workshop at Zaragoza Logistics institute (ZLC), 2012

SELECTED INTERNATIONAL PROFESSIONAL ACTIVITIES

Full Member, Institute for Operations Research and Management Sciences (INFORMS), 1995-present

Senior Member, Institute of Industrial Engineers

Full Member, Institute of Management Science, 1983-1994

Full Member, Operations Research Society of America, 1983-1994

Chair of the Multi-Echelon Inventory Conference; Seattle, 1998

DISTINCTIONS

TMMBA Professor of the Quarter, 2013

Recipient of Ron Crocket Award for Graduate teaching, 2013

TMMBA Professor of the Quarter, 2012

Recipient of Faculty Excellence in Teaching in the TMMBA Program, 2012

TMMBA Professor of the Quarter, 2010, 2011

Recipient of Dean's Faculty Research Award, 2001

MBA Core Professor of the Quarter, 2001

MBA Core teaching award, 1997, 1998

Recipient of Operations Research Meritorious Service Award, 1996

Recipient of Dean's Faculty Research Award, 1996

Recipient of Seafirst Faculty Excellence Award, 1987

Recipient of Burlington Northern Foundation Faculty Achievement Award

23. GORDON NEUMILLER, Director, MBA Strategic Consulting Program

Foster School of Business, University of Washington, 1996 - present

EDUCATION

B.S., Business Administration, University of North Dakota, 1969

SELECTED INTERNATIONAL TEACHING ACTIVITIES

Director of Trade Development, Port of Seattle

International Trade and Logistics Consultant

Certificate of International Studies in Business Seminar, German Track

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Assistant Director, University of Washington Global Business Center, 1996-2004

Founder & President, TransMark International Inc., Mercer Island, WA, 1990-1997

Board Member, University of Washington Global Trade Transportation and Logistics Program

Executive Director, Transportation Club of Seattle

24. ANDY RABITOY, Director, Foster Undergraduate Career Services

Foster School of Business, University of Washington, 2012 – present

EDUCATION

M.A., Career Counseling, University of San Diego

B.A., Industrial and Organizational Psychology, Western Washington University

OTHER INTERNATIONAL EXPERIENCE

Silk Road to the Future Program, University of California, 2007

Bureau of Education Research coordinating educational seminars in US and Canada

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International Counseling Conference, Bangkok, Thailand, 2006

25. SCOTT REYNOLDS, Director, PhD Program; Associate Professor, Management & Organization

Foster School of Business, University of Washington, 2009 – present

EDUCATION

Ph.D., Philosophy, Business Administration, with a concentration in *Organizational Behavior* and supporting fields of *Ethical Philosophy* and *Statistical Methods*, Carlson School of Management, University of Minnesota, 2002

M.A., Organizational Behavior, Marriott School of Management, Brigham Young University, 1995

B.S., Zoology. Brigham Young University, 1993

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

"Who Matters and What's Sacred? Professional Identity as a Lens for Moral Decision-Making and Moral Behavior," with K. Leavitt, C. Barnes, P. Schilpzand and S. Hanna, *Academy of Management Journal*, forthcoming.

"Comments on BEQ's Twentieth Anniversary Forum on New Directions for Business Ethics Research," with A. Crane, D.U. Gilbert, K.E. Goodpaster, M.P. Miceli and G. Moore, *Business Ethics Quarterly*, Vol. 21, 2010, pp. 159-189.

"Automatic Ethics: The Effects of Implicit Assumptions and Contextual Cues on Moral Behavior," with K. Leavitt and K.A. DeCelles, *Journal of Applied Psychology*, Vol. 95, 2010, pp. 752-760.

DISTINCTIONS

TMMBA Faculty of the Quarter, 2010

University of Washington Distinguished Graduate Mentor Nominee, 2008

Junior Faculty Research Award, 2007

MBA Professor of the Quarter, 2006

Dean's Teaching Award, 1999, 2000, 2002

Joseph M. Juran Doctoral Fellow, 2000

26. JEFFREY RIEDINGER, Vice Provost for Global Affairs

Office of Global Affairs, University of Washington

EDUCATION

Ph.D., Woodrow Wilson School of Public Affairs and International Affairs, Princeton University, 1991

M.A., Woodrow Wilson School of Public Affairs and International Affairs, Princeton University, 1989

J.D., Environmental and Natural Resource Law, University of Washington School of Law 1980

B.A., Government, Latin American Studies, Dartmouth College, 1977

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

"The Next Big Question for China: Land Rights Findings and Implications from a Nationwide Survey on Farmers' Land Property Rights in China." (with Zhu Keliang, Roy Prosterman, Ye Jianping, and Wang Hui). Under review *Foreign Affairs*

"Chinese Farmers' Land Rights at the Crossroads — Findings and Implications from a 2010 Nationwide Survey" (with Keliang Zhu). Presentation for World Bank Conference on Land and Poverty. 18 April 2011, Washington, D.C.

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Agrarian Reform in the Philippines: Democratic Transitions and Redistributive Reform (Palo Alto: Stanford University Press, 1995).

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Dean, International Studies & Programs, MSU, 2007–2013

Acting Dean, International Studies & Programs, MSU, 2005–2007

Associate Dean, International Studies & Programs, MSU, 2000–2004

Assistant Dean, International Studies & Programs, MSU, 1998–2000

Director, Center for Advanced Study of International Development, MSU, 2000–2007

Program Coordinator, Hubert H. Humphrey Fellowship Program, MSU, 2002 – 2008

Have included briefings on foreign aid, land reform and other development issues for members of the White House staff, State Department and USAID personnel, members of Congress and their staff, World Bank, non-governmental organizations, and private foundations, 1979-present

27. JESSICA RUSH, Assistant Director, MBA Global Programs, CIBER

Foster School of Business, University of Washington, 2013 - present

EDUCATION

M.Ed., Higher Education Administration; University of Washington, 2005

B.A., Biochemistry; Bowdoin College, 2000

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Advisor, Global Business Association, 2013-present

Staff Advisor, Undergraduate Exploration Seminar-India, 2013; MBA Study Tour-China, 2013, Brazil, 2014

Volunteer Teacher: Global Marketplace, Junior Achievement, 2002

OTHER INTERNATIONAL EXPERIENCE

Study Tour: Student Affairs at English Universities; through Clemson University, 2005

Au Pair, Paris, France, 2000–2001

Language Study: French (6 years), Italian (1 year)

28. NAOMI SANCHEZ, Assistant Dean, MBA Career Management

Foster School of Business, University of Washington, 2011 – present

EDUCATION

Ed.D., Education, University of Washington, 1986

M.S.W., Social Work, University of Washington, 1973

B.S., Community Service and Public Affairs, University of Oregon, 1970

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Presented at the Global MBACSEA Conference, Paris, France

Led Career Trek to Shanghai, 2013

Past President, Board Member, Japanese American Citizens League

Past Board Member, Asian Counseling and Referral Service

Managed American Express worldwide foreign money and Travelers Cheques business 1993–1999

29. MICHAEL SHAPIRO, Professor, Asian Languages and Literature

Divisional Dean of Humanities, College of Arts and Sciences (since 2012); Professor of Asian Languages and Literature and Adjunct Professor of Linguistics (since 1970)

EDUCATION

Ph.D., Linguistics, University of Chicago, 1974

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M.A., Linguistics, University of Chicago, 1970

B.A., Comparative Language, Queens College (CUNY), 1967

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Hindi.” In Indo-Aryan Languages. Edited by G. Cardona and Dh. K. Jain. London: Curzon, 2003.

Teaching Activities

Hindi Language, Literature & Linguistics

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Member of several accreditation panels for the Northwest Commission on Colleges. External program evaluation panels for departments, programs, and colleges at numerous universities.

DISTINCTIONS

Research funding awards from NEH, American Institute of Indian Studies; UW Royalty Research Fund.

30. STEPHAN SIEGEL, Assistant Professor, Finance & Business Economics

Foster School of Business, University of Washington, 2005 – present

EDUCATION

Ph.D., Columbia University, 2006

M. Phil., Columbia University, 2002

B.S., University of Bayreuth, 1995

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

Political Risk Spreads, *Journal of International Business Studies*, forthcoming (with Geert Bekaert, Campbell Harvey, and Christian Lundblad)

The Impact of the Sarbanes-Oxley Act on Shareholders and Managers of Foreign Firms, *Review of Finance*, forthcoming (with Jefferson Duarte, Katie Kong, and Lance Young)

The European Union, the Euro, and Equity Market Integration, *Journal of Financial Economics*, September 2013 (with Geert Bekaert, Campbell Harvey, and Christian Lundblad)

What Segments Equity Markets? *Review of Financial Studies*, December 2011

(With Geert Bekaert, Campbell Harvey, and Christian Lundblad)

Global Growth Opportunities and Market Integration, *Journal of Finance*, June 2007

(with Geert Bekaert, Campbell Harvey, and Christian Lundblad)

Teaching Activities

International Financial Management, Asian Capital Markets

DISTINCTIONS

Doctoral fellowship, Columbia University, Graduate School of Business, 1999-2004

MBA Elective Professor of the Quarter, 2009, 2013

Undergraduate Faculty of the Year for Finance and Business Economics, 2012-13

American Real Estate Society, ARES Manuscript prize Winner, 2012

Faculty Research Award, Elliott Initiative, University of Michigan-Dearborn, 2011

Best Paper Award, Rothschild Caesarea Center 7th Annual Academic Conference, Tel Aviv, 2010

Yihong Xia Best Paper Award, CICF, Beijing, 2010

Best Paper in Investments, FMA, New York, 2010

Doctoral fellowship, Columbia University, Graduate School of Business, 1999-2004

Award for outstanding academic achievement, University of Bayreuth, 1995

Merit-based scholarship from the Friedrich-Naumann Foundation, Germany, 1993-1995

31. KEVIN STEENSMA, Professor, Management & Organization

Foster School of Business, University of Washington, 1996 - present

EDUCATION

Ph.D., Strategic Management and Organizational Theory, Indiana University, 1996

M.B.A., Washington State University, 1988

B.S., Chemistry, Washington State University, 1986

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Learning from what others have learned from you: The positive effects of technological spillovers on originating firms,” with Yan and Corey Phelps, *Academy of Management Journal*, forthcoming.

“The evolution and internalization of international joint ventures,” with Jeffrey Barden, Marjorie Lyles, Charles Dhanaraj, and Laszlo Tihanyi, *Journal of International Business Studies*, Vol. 39, 2008, pp. 491–507.

“The influence of information technology on firm boundaries: An industry-level analysis,” with Arvin Sahaym and Melissa Schilling, *Organization Science*, Vol. 18, No. 5, September-October 2007, pp. 865-880.

“Information processing design choices, strategy, and risk management performance,” with James Fairbank and Giuseppe Labianca and Richard Metters, *Journal of Management Information Systems*, Vol. 23, No. 1, Summer 2006, pp. 293-319.

Teaching Activities

International Management; Strategic Alliances; Technology Strategy

DISTINCTIONS

Evert McCabe Faculty Fellow

Dean's International Research Award, 2003, 2010

Professor of the Quarter, TMMBA, 2011, 2012, 2013

PhD mentor of the year, 2006, 2012

Ranked among the top 50 scholars in international business broadly defined, 1996-2008, *International Business Review*

Ranked among the top 75 cited scholars in Management, 2000-2004, *Journal of Management*

Outstanding Reviewer, *Academy of Management Review*, 2008

Academy of International Business Best Paper Award, 2004

Dean's International Research Award, 2003

Dean's Entrepreneurship Research Award, 2002

Dean's Junior Faculty Research Award, 2001

Finalist: INFORMS College on Organizations Dissertation Proposal Competition, New Orleans, LA., October, 1995

Phi Beta Kappa Honorary Society, 1986

32. JACOB THORNOCK, Associate Professor, William R. Gregory Fellowship, Marketing & International Business

Foster School of Business, University of Washington, 2010 – present

EDUCATION

Ph.D., University of North Carolina at Chapel Hill, 2010

M.Acc., B.S., Brigham Young University, 2006

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

Supplement # 25: Resumes for CIBER Management Team and Selected Key UW Personnel

“Taking the Long Way Home: Offshore Investments in U.S. Equity and Debt Markets and U.S. Tax Evasion” (with Michelle Hanlon and Edward Maydew). Forthcoming at Journal of Finance.

“The Information Content of Annual Earnings Announcements and Mandatory Adoption of IFRS ” Journal of Accounting and Economics (2012) 53:34–54 (with Edward Maydew and Wayne Landsman).

SELECTED INTERNATIONAL PROFESSIONAL ACTIVITIES

Editorial Board, The Accounting Review

Board of Trustees, The American Taxation Association

DISTINCTIONS

Ron Crockett Award for Innovation in Education, Foster School of Business (2014)

William and Helen Fowler Endowment for Special Achievement in Accounting Award, Foster School of Business (2013)

Outstanding Ph.D. Mentor in Accounting, Foster School of Business (2013)

Third prize, Chicago Quantitative Alliance Annual Academic Competition (2012)

William R. Gregory Faculty Fellow, Foster School of Business (2012, perpetual)

Delozier Doctoral Fellowship, Kenan-Flagler Business School (2010)

International Tax Policy Forum Research Grant (2010)

Marriott School Graduate Scholarship, Marriott School of Management, BYU (2005-2006)

33. DAN TURNER, Associate Dean of Masters Programs; Principal Lecturer, Marketing & International Business

Foster School of Business, University of Washington, 1999 - present

EDUCATION

Ph.D., Kellogg School of Management, Marketing, Northwestern, 2001

M.B.A., Olin Business School, Washington University, 1993

B.S.B.A., Cook School of Business, Saint Louis University, 1991

INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Faculty Director, Global Executive MBA Program, 2007-present

Faculty Director, Global MBA Program, 2007-present

Faculty Director, Multi-Discipline Management of Technology Program (in partnership with National Cheng-Chi University), 2007-2013

Faculty Director, UW-SK Global Management Program, 2007-2012

Faculty Director, Pacific Rim Bankers Program, 2007-2012

OTHER INTERNATIONAL EXPERIENCE

Taught courses associated with various student study tour experiences in the TMMBA Program (Argentina, China, Czech Republic, Germany, Hungary, Singapore, and Vietnam)

Conference speaker at industry and academic events in Japan, South Korea, and Taiwan

DISTINCTIONS

GEMBA Excellence in Teaching Award, 2012

TMMBA Excellence in Teaching Award, 2007

MSMBA Excellence in Teaching Award, 2006

ISMBA Excellence in Teaching Award, 2006

PACCAR Award for Teaching Excellence, 2005

MBA Core Professor of the Quarter, 2005

Daniel R. Siegel Service Award, 2002, 2004

Dean's Special Recognition Award, 2004

Supplement # 25: Resumes for CIBER Management Team and Selected Key UW Personnel

Professor of the Year, Evening MBA Class of 2005, 2003
Doctoral Teaching Award, 1997
Milford S. Bohm Prize in Marketing, 1993

34. MICHAEL VERCHOT, Director, Consulting and Business Development Center

Foster School of Business, University of Washington, 1995 - present

EDUCATION

M.B.A., University of Washington, 1995

B.A., Springfield College, 1981

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“The State of Minority-Owned Businesses in Washington” with William Bradford, 2005

“The Impact of African Americans on the Economy of Washington State” with William Bradford, 2002

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Member, Board of Directors, Community Capital Development; Red Eagle Soaring

Member, Advisory Board, Sefrioui-Badissy Foundation

Member, Advisory Board, Everett Community College’s School of Business Design

Member, Advisory Board, UW-Bothell’s Business Development Center

DISTINCTIONS

Dean’s Leadership Award from the University of Washington, Foster School of Business, 2009.

Community Builder Award from Ezell’s Famous Chicken at their 25th Anniversary Dinner, 2009.

Diversity Award for Community Building from the Office of the Vice President and Vice Provost for Minority Affairs and Diversity at the University of Washington, 2008

Supplier Diversity Leadership Award from The Boeing Company, 2008

President’s Award from the Washington State Hispanic Chamber of Commerce, 2007

National Minority Business Advocate of the Year from the US Department of Commerce, 2004

Distinguished Staff Award from the University of Washington, 2004

Crystal Eagle Award in Education from the Tabor 100, 2004

Champion Award from the NW Minority Business Council, 2003

Dean’s Leadership & Service Award, from the Foster School of Business, University of Washington, 1998

35. SARA VERNAM, Program Coordinator, UW CIBER

Foster School of Business, University of Washington, 2012 –present

EDUCATION

M.P.A., University of Washington Evans School of Public Affairs, 2014

M.A., Boston University, International Relations, 2010

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Master’s thesis: Development of a Behavior Change Campaign Designed to Achieve Adoption of 5 Key Maternal and Child Health Behaviors in Rural Ghana, 2014

Intern, Boston University African Presidential Archives Research Center, 2008

Intern, Interrupcion Fair Trade

OTHER INTERNATIONAL EXPERIENCE

Language Study: German (10 years)

36. JUDITH WASSERHEIT, Vice Chair and Professor, Department of Global Health

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School of Medicine, University of Washington, 2002 – present

EDUCATION

M.P.H., Johns Hopkins University School of Hygiene and Public Health, 1989

M.D., Harvard Medical School, 1978

B.A., Princeton University, 1974

SELECTED INTERNATIONAL RESEARCH AND TEACHING ACTIVITIES

Research & Publications

“Towards a common definition of global health.” With JP. Koplan, TC Bond, and M Merson.
Lancet 2009;373,1993 – 1995.

“Social Entrepreneurship goes Global: A Systematic Review of Innovations to Improve Health.” With AL Buffardi, D Glassman, and S Rayner, 2009.

Teaching Activities

Professor of Medicine, Division of Allergy & Infectious Diseases

Professor of Global Health, Schools of Medicine, and Public Health & Community Medicine

SELECTED INTERNATIONAL PROFESSIONAL AND COMMUNITY ACTIVITIES

Global Social Entrepreneurship Competition, Global Health Liaison, 2007 – present

Affiliate Investigator, Fred Hutchinson Cancer Research Center, 2006 – present

Member, National Council of International Health

Founding Member, Consortium of Universities for Global Health, 2008 – present

Executive Committee Member, Washington Global Health Alliance, 2008 – present

Member, UW Office of Global Affairs Faculty Advisory Committee, 2006 – present

DISTINCTIONS

Paul G. Rogers Society Global Health Research Ambassador, 2006

Washington State Academy of Sciences Founding Class, 2008

Heath Clark Endowed Lectureship, London School of Hygiene and Tropical Medicine, 2009

Fellow, Infectious Disease Society of America

Supplement # 26: Budget Narrative Notes

Note: All dollar amounts expressed as 4-year totals

1. Personnel

a. Grant – *all project personnel budgeted on the grant*

i. Faculty:

1. **TBD Program Directors**, Global Cities Initiative (\$1,000 Y1-Y2) and NW Start-Ups go Global (\$5,000 Y2)

*Note: these amounts do not appear in years 3 and 4.

ii. Professional Staff: (3% annual increases budgeted in years 2-4)

1. **Kirsten Aoyama**, Director, UW CIBER; \$217,557 total, representing 50% time
2. **Kathleen Hatch**, Assistant Director, UW CIBER; \$111,929 total, representing 50% time
3. **Jessica Rush**, Assistant Director, UW CIBER; \$115,066 total, representing 50% time

iii. Classified Staff: (3% annual increases budgeted in years 2-4)

1. **Sara Vernam**, Program Coordinator, UW CIBER; \$167,766 total, representing 100% time

iv. Students:

1. **TBD**, Hourly Student Assistant; \$14,400 total, representing 10 hours/week

b. Match – *all project personnel budgeted as match; only showing one to one match per university requirements*

i. Faculty: (3% annual increases budgeted in years 2-4)

1. **James Jiambalvo**, Dean and Executive Director, UW CIBER; \$41,493, representing 3% time
2. **Debra Glassman**, Faculty Director, UW CIBER; \$132,311, representing 25% time annually

ii. Professional Staff: (3% annual increases budgeted in years 2-4)

1. **Kirsten Aoyama**, Director, UW CIBER; \$217,557 total, representing 50% time
2. **Kathleen Hatch**, Assistant Director, UW CIBER; \$111,929 total, representing 50% time
3. **Jessica Rush**, Assistant Director, UW CIBER; \$115,066 total, representing 50% time
4. **Josie Kraft**, Assistant Director, UW CIBER; \$172,600 total, representing 75% time
5. **Deanna Fryhle**, Undergraduate Certificate Program Manager; \$36,229 total, representing 19% time

2. Fringe Benefits

- a. Payroll load rates are determined by the UW and vary depending upon payroll classifications (for example, classified, professional, hourly, graduate students). Fringe benefits include: Worker's Compensation, Unemployment Compensation, Health Plans, Retirement Plans, Social Security, and Medicare.
- b. Payroll load rates are calculated each year by the UW Financial Accounting office. They use estimated costs to calculate the rates for charging fringe benefits to budgets during the next fiscal year. These calculations are then sent to DHHS--Department of Health and Human Services--Division of Cost Allocation--for approval.
- c. At the end of the year the University compares the estimated costs, charged to the budgets, to the actual costs of the benefits, paid by the University, and adjusts the next year's rate accordingly.
- d. For more information see: www.washington.edu/admin/finacct/loadrate.html

3. Travel – UW CIBER typically covers airfare, accommodations, and per diem for travelers unless otherwise specified

- a. **Grant** – *travel budgeted on the grant by program*
 - i. **CIBER Business Language Conference** – \$2,000 for faculty to attend conferences at other universities years 1-4; Total \$8,000
 - ii. **Minority Business Conference & Cases** – \$2,500 for travel grants for faculty from MSIs in years 1-4; Total \$10,000
 - iii. **Business Language Instructional Resources** – \$1,000 for faculty member to travel to language conferences years 1-4; Total \$4,000
 - iv. **Business Language Case Competition** – \$500 for (1) UW CIBER faculty/staff to travel to BYU annually; \$2000 for (2) students to attend BYU competition; Total \$10,000
 - v. **Export Consulting Projects** – \$2,000 for student travel to Eastern WA in years 2-4; Total \$6,000
 - vi. **Business Language Scholarships** – \$5,000 for students who go on a study abroad program that requires them to study in another language in year 1; Total \$5,000
 - vii. **Departmental Seminar Support** – \$2,500 in year 1 and \$1,500 years 2-4 to bring visiting speakers to Foster to give seminars on globally focused research; Total \$7,000
 - viii. **Doctoral Consortium in Operations Management** – \$1,000 in years 2 and 3 for (1) faculty and \$2,000 years 2 and 3 for (2) doctoral students to travel to consortia at partner universities; Total \$6,000

Supplement # 26: Budget Narrative Notes

- ix. **Study Abroad Development Grants** – \$7,500 years 1-4 for faculty to develop new study abroad programs; Total \$30,000
- x. **Study Abroad Programs** – \$2,000 for staff travel to visit exchange partners in year 1; Total \$2,000
- xi. **MBA Global Business Study Tours** – \$4,000 for (2) faculty in years 1 and 3 to lead study tours; \$4,000 in years 1 and 3 for (2) staff members to lead study tours; Total \$16,000
- xii. **International Internships** – \$2,000 for staff travel to develop new internship opportunities in year 1; Total \$2,000
- xiii. **Global Supply Chain Study Tours** – \$5,000 in faculty travel for course development in year 1 and \$4,000 in faculty travel and \$4,000 in staff travel years 2 and 4 for study tours; Total \$21,000
- xiv. **Business of Global Health Programs** – \$1,000 in year 1 and \$500 years 2-4 for student travel to conferences; Total \$2500
- xv. **Global Business for High Schools** – \$1,000 in years 1-4 for local high school student charter bus transportation to UW; Total \$4,000
- xvi. **Arctic Institute and Leadership Program** – \$2,000 in year 1 and \$1,000 years 2-4 for speaker travel; Total \$5,000
- xvii. **NW Global Business Speakers Roadshow** – \$1,000 in year 1 and \$750 years 2-4 for faculty travel and \$1,000 in year 1 and \$750 years 2-4 for speaker travel to regional institutions; Total \$6500
- xviii. **NIBEN** – \$2,000 in travel grants years 1-4 for faculty travel to conferences; Total \$8,000
- xix. **General CIBER Travel** – \$2,000 in faculty travel and \$2,000 in staff travel years 1-4 for CIBER faculty and staff to attend CIBER meetings; Total \$16,000
- b. **Match** – *travel budgeted as match by program*
 - i. **Business Language Case Competition** – \$500 to subsidize 1 faculty member each year in years 1-4 to accompany team of students to BYU competition; Total \$2,000
 - ii. **Faculty Development in Asia** – \$5,000 in staff travel years 1-4 to lead faculty development trips to Asia; Total \$20,000
 - iii. **Global Virtual Team Practicum** – \$5,000 for faculty travel and \$5,000 for staff travel to develop program in year 1; Total \$10,000
 - iv. **Study Abroad Development Grants** – \$10,000 in years 1-4 to subsidize faculty travel to develop new study abroad programs; Total \$40,000
 - v. **Study Abroad Programs** – \$4,200 years 1-4 for staff travel to visit international partner institutions and attend NAFSA conferences; Total \$16,800

Supplement # 26: Budget Narrative Notes

- vi. **MBA Global Business Study Tours** – \$8,000 years 1-4 for (2) faculty members to lead MBA Study Tours; Total \$32,000
- vii. **Middle East Course & Overseas Seminar** – \$6,000 per year for staff travel on overseas seminar; Total \$24,000
- viii. **Global Business for High Schools** – \$1,000 in years 2-4 to subsidize student travel to high schools; Total \$3,000
- ix. **MBA & Undergraduate Strategic Consulting** – \$4,000 years 1-4 for faculty travel to accompany student consulting teams; Total \$16,000
- x. **General CIBER Travel** – \$1,000 in faculty travel and \$1,000 in staff travel years 1-4 for CIBER faculty and staff to attend conferences; Total \$8,000
- c. **Note** –UW CIBER uses the university’s established mileage and per diem rates; for more information see: www.washington.edu/admin/finserv/travel/index.html

4. **Equipment** – No budget items

5. **Supplies** – General supplies include paper, pens, notepads, folders, binders, staplers, tape, highlighters, etc.

a. **Grant** – *supplies budgeted on the grant by program*

- i. **Library & Data Grants** – \$10,000 for database in year 1 and \$5,000 for database support in years 2-4; Total \$25,000
- ii. **Doctoral Consortium in Operations Management** – \$500 for general supplies in years 1 and 4 when UW CIBER hosts the conference; Total \$1,000
- iii. **Global Student Leaders Program** – \$500 in general supplies in years 1-4; total \$2,000
- iv. **Global Business for High Schools** – \$500 in general supplies years 1-4 for hosting Academy of Finance students; \$2,000 total
- v. **Community Programs** – \$1,000 in year 1 and \$500 in years 2-4 for general supplies for hosting community programs; Total \$2,500
- vi. **Export Readiness Programs** – \$250 per year in years 1-4 for supplies for workshops and marketing supplies; Total \$1,000
- vii. **Community College Export Plan Competition** – \$500 in years 2-4 for competition; Total \$1,500
- viii. **Regional International Case Competition** – \$1,000 in years 2-4 for case competition supplies; Total \$1,500

b. **General CIBER Supplies** - \$500 for general supplies in years 1-4; Total \$2,000

6. **Contractual** – No budget items

7. **Construction** – No budget items

Supplement # 26: Budget Narrative Notes

8. Other – notes relating to other costs as detailed in the budget narrative

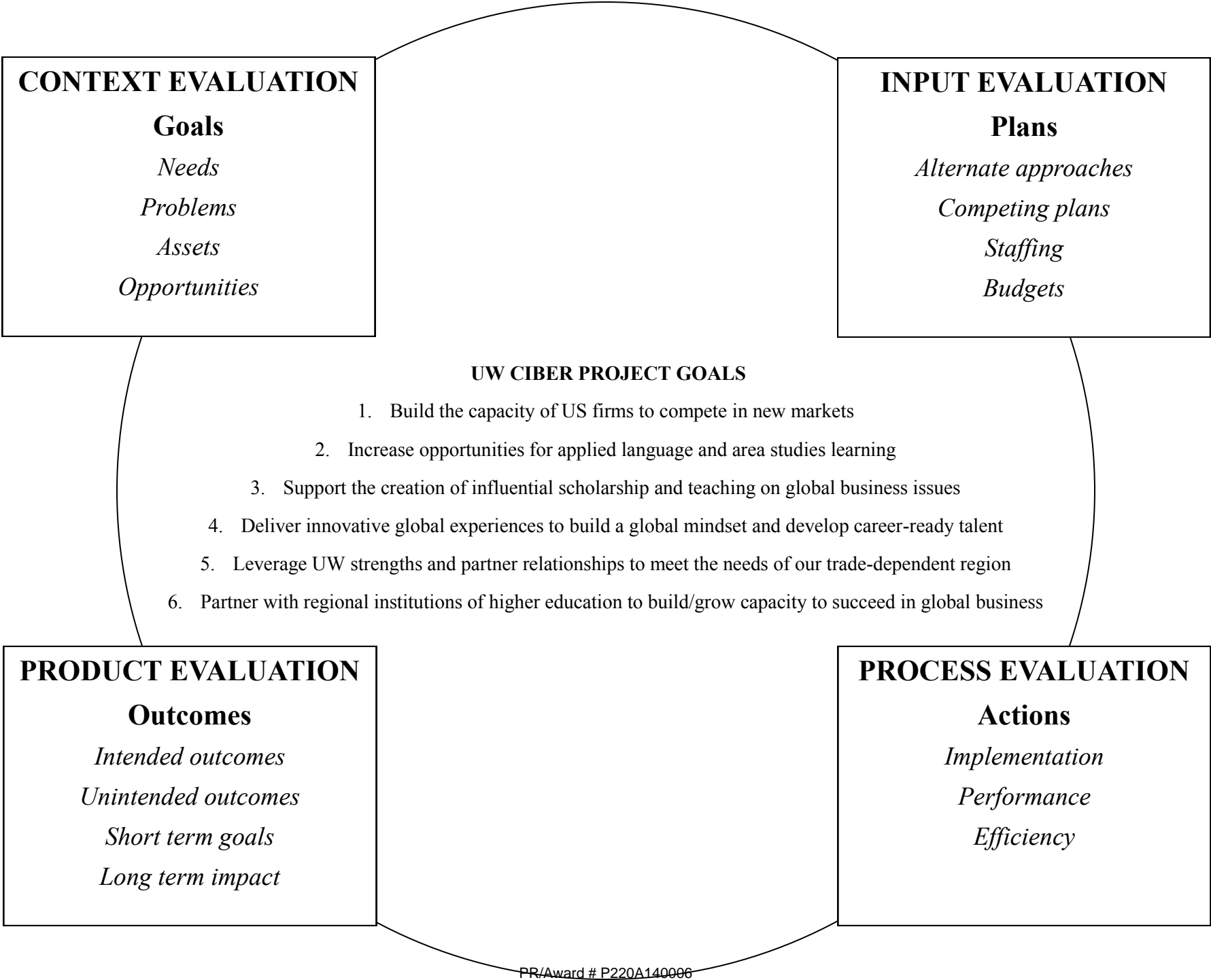
a. Evaluation Projects –

- i. Projects to be conducted by Angela Davis-Ungur
- ii. See Supplement # 31 for detailed Office of Education Assessment timeline
- iii. \$5,000 budgeted in year 1 for pre and post evaluation surveys; \$11,000 budgeted in years 2 and 3 for pre and post surveys and focus groups with alumni; \$8,000 budgeted in year 4 for pre and post surveys and alumni survey analysis; Total \$35,000

b. Research & Curriculum Development Grants – *budgeted on the grant by program*

- i. **Minority Business Conference & Cases** – \$2,500 budgeted years 1-4 for case development; Total \$10,000
- ii. **Business Language Instructional Resources** – \$2,000 in year 1 and \$1,000 years 2-4 for curriculum development for language courses; Total \$5,000
- iii. **CISB Business Language Case Competition** – \$2,500 in year 1 and \$1,500 years 2-4 for development of business cases for competition; Total \$7,000
- iv. **Business Case Development for Language Courses** – \$2,000 in year 1 and \$1,000 in year 3 for case development for business cases to be used in language courses; Total \$3,000
- v. **Faculty & PhD Research & Travel Grants** – \$5,000 for research grants in years 1-4 for faculty & PhD students; Total \$20,000
- vi. **NW Start-Ups Go Global** – \$5,000 in curriculum development in year 3 to develop and deliver training to start-ups; Total \$5,000
- vii. **Study Abroad Development Grants** – \$2,500 in years 1-4 for curriculum development for study abroad programs; Total \$10,000
- viii. **NIBEN** – \$6,000 in year 1 and \$4,000 years 2-4 in curriculum development grants for regional faculty; Total \$18,000
- ix. **Regional International Case Competition** – \$1,500 in years 2-4 for business case adaptation; Total \$4,500

9. Indirect Costs – 8% is used per the CIBE Grant Application Instructions which is less than the University of Washington's federally negotiated rate of 58%.



Supplement # 28: Performance Measure Forms

1. Project Goal Statement									
Mandate 1 Project Goal: Build the capacity of US firms to compete in new markets									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Freq.	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Deliver high impact programs	<ul style="list-style-type: none"> Trademarks and Licensing Biennial Conferences Minority Business Conference and Cases National District Export Council Forum 								
Strengthen partnerships	<ul style="list-style-type: none"> Engage existing partners in new activities Expand our network of partners 								

1. Project Goal Statement									
Mandate 2 Project Goal: Increase opportunities for applied language and area studies learning									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Freq.	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Increase access to opportunities	<ul style="list-style-type: none"> Business Language Scholarships Business Case Development for Language Courses 								
Increase number of graduates with one or more applied language/area studies experience	<ul style="list-style-type: none"> Doing Business in China Course CISB Business Language Case Competitions Export Consulting Projects in Spanish 								

Supplement # 28: Performance Measure Forms

1. Project Goal Statement									
Mandate 3 Project Goal: Support the creation of influential scholarship and teaching on global business issues									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Freq.	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Increase # of internationally focused research outputs	<ul style="list-style-type: none"> Faculty/PhD Research & Travel Grants Library and Data Grants 								
Increase # of faculty involved in CIBER activities	<ul style="list-style-type: none"> Study Abroad Development Grants Faculty Development in Asia 								

1. Project Goal Statement									
Mandate 4 Project Goal: Deliver innovative global experiences to build a global mindset and develop career-ready talent									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Freq.	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Increase number of students with one or more global curricular experiences	<ul style="list-style-type: none"> Business Core Abroad Joint Degree Programs Middle East Course & Overseas Seminar 								
Increase number of students with one or more global co-curricular experiences	<ul style="list-style-type: none"> Global Consulting Projects Global Supply Chain Study Tours Holland America Line Case Competition 								
Understand the long-term impact of our programs to innovate current work	<ul style="list-style-type: none"> Alumni Impact Studies Longitudinal Study of Pre/Post Study Abroad Survey Data 								

Supplement # 28: Performance Measure Forms

1. Project Goal Statement									
Mandate 5 Project Goal: Leverage UW strengths and partner relationships to meet the needs of our trade-dependent region									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Freq.	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Bring more global business experts to industry	<ul style="list-style-type: none"> Business for Global Impact Series Arctic Institute and Leadership Program Tateuechi Asian Business Distinguished Speaker Series NW Global Business Speakers Roadshow 								
Increase access to trade/export opportunities for regional businesses	<ul style="list-style-type: none"> Export Readiness Programs Northwest Perspectives on Doing Business in Asia 								

1. Project Goal Statement									
Mandate 6 Project Goal: Partner with regional institutions of higher education to build/grow capacity to succeed in global business									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Freq.	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Increase regional community college faculty and student access to global business education	<ul style="list-style-type: none"> Community College Export Business Plan Competition Export Career Pathways & Curriculum 								
Grow and engage the network of PNW international business faculty	<ul style="list-style-type: none"> NIBEN Regional BISNET AIB West 								

Supplement # 29: Event/Program Debrief

Event/Program Debrief

Program name: _____

- *Build the capacity of US firms to compete in new markets*
- *Increase opportunities for applied language and area studies learning*
- *Support the creation of influential scholarship and teaching on global business issues*
- *Deliver innovative global experiences to build a global mindset and develop career-ready talent*
- *Leverage UW strengths and partner relationships to meet the needs of our trade-dependent region*
- *Partner with regional institutions of higher education to build/grow capacity to succeed in global business*

Context:

Keeping in mind our Project Goals (above) and our target audience(s):

1. Who is our target audience?
2. What need(s) is(are) to trying to meet?
3. Are other programs/organizations meeting this need already?

Input:

Keeping in mind our resources, opportunities:

1. Does the program make the best use of our resources?
2. Is there a better program fit for our resources?

Process:

Keeping in mind our implementation of the program:

1. Are we running the program efficiently?
2. Are we running the program effectively?

Supplement # 30: Long Term Impact Statements

Mandate	Be national resources for the teaching of improved business techniques, strategies, and methodologies that emphasize the int'l context in which business is transacted	Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of US trading partners	Provide research and training in the international aspects of trade, commerce, and other fields of study	Provide training to students enrolled in the institution, or combinations of institutions, in which a center is located	Serve as regional resources to businesses proximately located by offering programs and providing research designed to meet the int'l training needs of these businesses	Serve other faculty, students and institutions of higher education located within their region
Project Goal	To build the capacity of U.S. firms to compete in new markets.	Increase opportunities for applied language and area studies learning	Support the creation of influential scholarship and teaching on global business issues.	Deliver innovative global experiences to build a global mindset and develop career-ready talent.	Leverage UW strengths and partner relationships to meet the needs of our trade-dependent region	Partner with regional institutions of higher education to build/grow capacity to succeed in global business.
Long term Impact	The UW has a national impact on U.S. firms expanding globally	The application of business language and area studies leads graduates to impact U.S. companies in the global business landscape	The UW is a leading authority in global business scholarship and education	More students successfully pursue careers utilizing their global business mindset	Regional business are better positioned to compete on a global scale	Regional graduates of higher education partners are entering the workforce prepared to contribute to the success of U.S. companies in the global economy

2014-2018 UW Office of Educational Assessment Timeline

Year	Activities
2014-2015	<ul style="list-style-type: none">• Pre- and post-study abroad surveys
2015-2016	<ul style="list-style-type: none">• Pre- and post-study abroad surveys• Planning part 1 of Alumni Impact Studies including interviews and focus groups
2016-2017	<ul style="list-style-type: none">• Pre- and post-study abroad surveys• Administration and analysis part 1 of Alumni Impact Studies
2017-2018	<ul style="list-style-type: none">• Pre- and post-study abroad surveys• Part 2 of Alumni Impact Studies• Longitudinal analysis of study abroad survey




Supplement # 32: Excerpt from University of Washington Alumni Survey

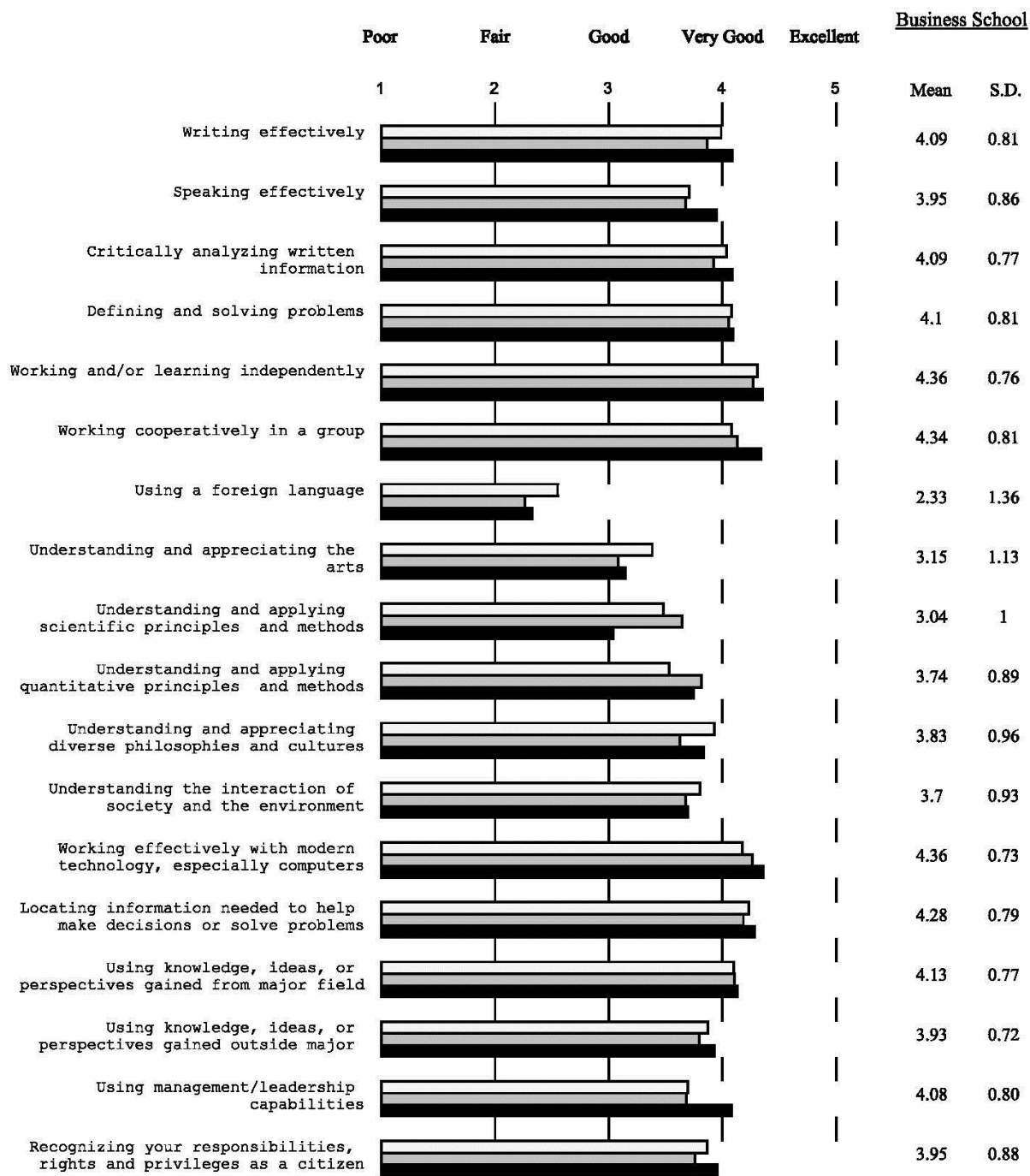
UNIVERSITY of WASHINGTON
Office of Educational Assessment

Business School - Seattle Campus
2011 Graduate Survey Results

STUDENT OUTCOMES - Bachelor's Degree Recipients

YOUR SKILLS: Rate yourself on each of the following abilities.

Business School 
All Professional 
All Campus 



Study Abroad Pre-participation Evaluation Excerpt

7. Please rate the extent to which you have had experience applying each of the following skills *through curricular or extra-curricular activities at the UW*.

	No experience		Extensive experience	
Creative problem solving	1	2	3	4
Working with people from different cultures	1	2	3	4
Team building	1	2	3	4
Accommodating for limited resources	1	2	3	4
Project management	1	2	3	4
Finding a solution when the original plan fails	1	2	3	4
Communicating with people who have different perspectives	1	2	3	4

8. What motivated you to take part in this study abroad program?

Section 2: International Knowledge & Skills

9. Please list the country where you will be studying/working as part of this program. If more than one, please list the country where you anticipate spending the most time.

Country [drop-down]:

9a. Please rate your current level of knowledge about the following topics. For these items, “the country” refers to the country where you will be studying/working (as listed above):

	Minimal knowledge		Moderate knowledge		Extensive knowledge
Contemporary issues in the country	1	2	3	4	5
The country’s culture	1	2	3	4	5
Family dynamics in the country	1	2	3	4	5
Social stratification in the country	1	2	3	4	5
Social norms in the country	1	2	3	4	5
The country’s business practices	1	2	3	4	5
Business ethics in the country	1	2	3	4	5
Business law in the country	1	2	3	4	5
The educational system in the	1	2	3	4	5
Day-to-day life in the country	1	2	3	4	5
How the United States is perceived by people in the country	1	2	3	4	5

Study Abroad Post-participation Evaluation Excerpt

Section 3: Your Future Career Plans

7. Please rate how likely your future career will involve each of the following activities. For these items, “the country” refers to the country where you studied/traveled as part of this program (or the one where you spent the most time)

	Definitely not	Probably not	Unsure	Probably	Definitely
Travel to the country	1	2	3	4	5
International travel in general	1	2	3	4	5
Working with team members from the country	1	2	3	4	5
Working with team members from various countries	1	2	3	4	5
Using the language used/learned during this program	1	2	3	4	5
Using a non-English language	1	2	3	4	5

8. Have any of your career plans changed because of your experience in this study abroad program?

- ☐ Yes [To Question 8a]
 ☐ Sort Of [To Question 8a]
 ☐ No [To Question 8b]

8a. Please describe how your career plans have changed because of this study abroad experience.

8b. What led you to say that your career plans have not changed because of this study abroad experience?

Section 4: Your Study Abroad Experience -- Impact

9. Please rate the extent to which you *applied each of the following types of skills during this study abroad program.*

	No experience			Extensive experience
Creative problem solving	1	2	3	4
Working with people from different cultures	1	2	3	4
Team building	1	2	3	4
Accommodating for limited resources	1	2	3	4
Project management	1	2	3	4
Finding a solution when the original plan fails	1	2	3	4
Communicating with people who have different perspectives	1	3	4	4

10. Would you say that you had an experience during your study abroad experience that led you to reevaluate your view of the world?

- ☐ Definitely yes [To Question 10a]
☐ Sort of [To Question 10a]
☐ Not really [To Question 11]
☐ Definitely not [To Question 11]

10a. Please describe, specifically, what led you to reevaluate your worldview?

11. What, if anything, was the most important thing you learned during this study abroad program?

12. What, if anything, was the most important thing you learned *about the United States* while traveling abroad in this program?

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

Detailed Grant Budget 2014-2018

		2014-2015		2015-2016		2016-2017		2017-2018		TOTAL	
		DOE	Match	DOE	Match	DOE	Match	DOE	Match	DOE	Match
PERSONNEL (Faculty and professional staff salary figures reflect 3% increases in grant years 2-4.)											
Faculty											
	Executive Director*	\$0	\$9,918	\$0	\$10,216	\$0	\$10,522	\$0	\$10,838	\$0	\$41,493
	Faculty Director	\$0	\$31,626	\$0	\$32,575	\$0	\$33,552	\$0	\$34,559	\$0	\$132,311
	Program Directors	\$1,000	\$0	\$6,000	\$0	\$0	\$0	\$0	\$0	\$7,000	\$0
	Total Faculty	\$1,000	\$41,544	\$6,000	\$42,790	\$0	\$44,074	\$0	\$45,396	\$7,000	\$173,805
Professional Staff											
	Director	\$52,002	\$52,002	\$53,562	\$53,562	\$55,169	\$55,169	\$56,824	\$56,824	\$217,557	\$217,557
	Assistant Director A	\$26,754	\$26,754	\$27,557	\$27,557	\$28,383	\$28,383	\$29,235	\$29,235	\$111,929	\$111,929
	Assistant Director B	\$27,504	\$27,504	\$28,329	\$28,329	\$29,179	\$29,179	\$30,054	\$30,054	\$115,066	\$115,066
	Assistant Director C	\$0	\$41,256	\$0	\$42,494	\$0	\$43,768	\$0	\$45,082	\$0	\$172,600
	Undergraduate Certificate Manager	\$0	\$8,660	\$0	\$8,919	\$0	\$9,187	\$0	\$9,463	\$0	\$36,229
	Total Professional Staff	\$106,260	\$156,176	\$109,448	\$160,861	\$112,731	\$165,687	\$116,113	\$170,657	\$444,552	\$653,381
Classified Staff											
	Program Coordinator	\$40,704	\$0	\$41,518	\$0	\$42,348	\$0	\$43,195	\$0	\$167,766	\$0
	Total Classified Staff	\$40,704	\$0	\$41,518	\$0	\$42,348	\$0	\$43,195	\$0	\$167,766	\$0
Students											
	Hourly Student Assistants	\$3,600	\$0	\$3,600	\$0	\$3,600	\$0	\$3,600	\$0	\$14,400	\$0
	Total Hourly Assistants	\$3,600	\$0	\$3,600	\$0	\$3,600	\$0	\$3,600	\$0	\$14,400	\$0
GRAND TOTAL SALARIES		\$151,564	\$197,720	\$160,566	\$203,651	\$158,680	\$209,761	\$162,909	\$216,054	\$633,718	\$827,185
FRINGE BENEFITS											
Benefits											
	Faculty @ 22.7%	\$227	\$9,430	\$1,362	\$9,713	\$0	\$10,005	\$0	\$10,305	\$1,589	\$39,454
	Professional Staff @ 27.7%	\$29,434	\$43,261	\$30,317	\$44,558	\$31,227	\$45,895	\$32,163	\$47,272	\$123,141	\$180,986
	Classified Staff @ 33.8%	\$13,758	\$0	\$14,033	\$0	\$14,314	\$0	\$14,600	\$0	\$56,705	\$0
	Hourly Students @ 17.0%	\$612	\$0	\$612	\$0	\$612	\$0	\$612	\$0	\$2,448	\$0
GRAND TOTAL PAYROLL BENEFITS		\$44,031	\$52,691	\$46,324	\$54,272	\$46,152	\$55,900	\$47,375	\$57,577	\$183,883	\$220,440
TRAVEL											
Mandate 1 - National Resources											
	Faculty	\$4,500	\$0	\$4,500	\$0	\$4,500	\$0	\$4,500	\$0	\$18,000	\$0
	Speaker	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Staff (inc. local transportation/off-campus parking)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Student	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Mandate 1 Travel	\$4,500	\$0	\$4,500	\$0	\$4,500	\$0	\$4,500	\$0	\$18,000	\$0
Mandate 2 - Critical Foreign Languages											
	Faculty	\$1,500	\$500	\$1,500	\$500	\$1,500	\$500	\$1,500	\$500	\$6,000	\$2,000
	Speaker	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Staff (inc. local transportation/off-campus parking)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Student	\$7,000	\$0	\$4,000	\$0	\$4,000	\$0	\$4,000	\$0	\$19,000	\$0
	Total Mandate 2 Travel	\$8,500	\$500	\$5,500	\$500	\$5,500	\$500	\$5,500	\$500	\$25,000	\$2,000
Mandate 3 - Research and Training											
	Faculty	\$10,000	\$15,000	\$10,000	\$10,000	\$10,000	\$10,000	\$9,000	\$10,000	\$39,000	\$45,000
	Speaker	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Staff (inc. local transportation/off-campus parking)	\$0	\$10,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$25,000
	Student	\$0	\$0	\$2,000	\$0	\$2,000	\$0	\$0	\$0	\$4,000	\$0
	Total Mandate 3 Travel	\$10,000	\$25,000	\$12,000	\$15,000	\$12,000	\$15,000	\$9,000	\$15,000	\$43,000	\$70,000
Mandate 4 - Training for Students											
	Faculty	\$9,000	\$8,000	\$4,000	\$8,000	\$4,000	\$8,000	\$4,000	\$8,000	\$21,000	\$32,000
	Speaker	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Staff (inc. local transportation/off-campus parking)	\$8,000	\$10,200	\$4,000	\$10,200	\$4,000	\$10,200	\$4,000	\$10,200	\$20,000	\$40,800
	Student	\$2,000	\$0	\$1,500	\$1,000	\$1,500	\$1,000	\$1,500	\$1,000	\$6,500	\$3,000
	Total Mandate 4 Travel	\$19,000	\$18,200	\$9,500	\$19,200	\$9,500	\$19,200	\$9,500	\$19,200	\$47,500	\$75,800

Detailed Grant Budget 2014-2018

	2014-2015		2015-2016		2016-2017		2017-2018		TOTAL	
	DOE	Match	DOE	Match	DOE	Match	DOE	Match	DOE	Match
Mandate 5 - Regional Resources to Businesses										
Faculty	\$1,000	\$4,000	\$750	\$4,000	\$750	\$4,000	\$750	\$4,000	\$3,250	\$16,000
Speaker	\$3,000	\$0	\$1,750	\$0	\$1,750	\$0	\$1,750	\$0	\$8,250	\$0
Staff (inc. local transportation/off-campus parking)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 5 Travel	\$4,000	\$4,000	\$2,500	\$4,000	\$2,500	\$4,000	\$2,500	\$4,000	\$11,500	\$16,000
Mandate 6 - Regional Faculty, Students, and Institutions										
Faculty	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$8,000	\$0
Speaker	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Staff (inc. local transportation/off-campus parking)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 6 Travel	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$8,000	\$0
General CIBER Travel										
Faculty	\$2,000	\$1,000	\$2,000	\$1,000	\$2,000	\$1,000	\$2,000	\$1,000	\$8,000	\$4,000
Staff	\$2,000	\$1,000	\$2,000	\$1,000	\$2,000	\$1,000	\$2,000	\$1,000	\$8,000	\$4,000
Student	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total General CIBER Travel	\$4,000	\$2,000	\$4,000	\$2,000	\$4,000	\$2,000	\$4,000	\$2,000	\$16,000	\$8,000
GRAND TOTAL TRAVEL	\$52,000	\$49,700	\$40,000	\$40,700	\$40,000	\$40,700	\$37,000	\$40,700	\$169,000	\$171,800
SUPPLIES										
Mandate 1 - National Resources										
Database	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 1 Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Mandate 2 - Critical Foreign Languages										
Database	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$6,000
Total Mandate 2 Supplies	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$6,000
Mandate 3 - Research and Training										
Database	\$10,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$25,000	\$0
Curriculum Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$500	\$0	\$0	\$0	\$0	\$0	\$500	\$0	\$1,000	\$0
Total Mandate 3 Supplies	\$10,500	\$0	\$5,000	\$0	\$5,000	\$0	\$5,500	\$0	\$26,000	\$0
Mandate 4 - Training for Students										
Database	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$1,000	\$2,000	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$2,000
Total Mandate 4 Supplies	\$1,000	\$2,000	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$2,000
Mandate 5 - Regional Resources to Businesses										
Database	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$1,250	\$0	\$750	\$0	\$750	\$0	\$750	\$0	\$3,500	\$0
Total Mandate 5 Supplies	\$1,250	\$0	\$750	\$0	\$750	\$0	\$750	\$0	\$3,500	\$0
Mandate 6 - Regional Faculty, Students, and Institutions										
Database	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$1,000	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$4,500	\$1,000
Total Mandate 6 Supplies	\$0	\$1,000	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$4,500	\$1,000
General CIBER Supplies										
Supplies	\$500	\$0	\$500	\$0	\$500	\$0	\$500	\$0	\$2,000	\$0
Total General CIBER Supplies	\$500	\$0	\$500	\$0	\$500	\$0	\$500	\$0	\$2,000	\$0
GRAND TOTAL SUPPLIES	\$13,250	\$4,500	\$8,750	\$1,500	\$8,750	\$1,500	\$9,250	\$1,500	\$40,000	\$9,000

Detailed Grant Budget 2014-2018

	2014-2015		2015-2016		2016-2017		2017-2018		TOTAL	
	DOE	Match	DOE	Match	DOE	Match	DOE	Match	DOE	Match
OTHER										
Mandate 1 - National Resources										
A/V Equipment Rental & Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Parking	\$0	\$0	\$0	\$0	\$500	\$0	\$0	\$0	\$500	\$0
Food	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities	\$500	\$0	\$0	\$0	\$500	\$0	\$0	\$0	\$1,000	\$0
Freight and Express/Postage	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Participation, Registration and Conference fees	\$3,500	\$2,500	\$3,500	\$2,500	\$3,500	\$0	\$3,500	\$0	\$14,000	\$5,000
Printing/Publishing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Honorarium	\$1,500	\$0	\$1,000	\$0	\$1,500	\$0	\$1,000	\$0	\$5,000	\$0
Curriculum Development	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000	\$10,000
Research Grants	\$0	\$2,412	\$0	\$7,236	\$0	\$1,206	\$0	\$1,206	\$0	\$12,060
Total Mandate 1 Other	\$8,000	\$7,412	\$7,000	\$12,236	\$8,500	\$3,706	\$7,000	\$3,706	\$30,500	\$27,060
Mandate 2 - Critical Foreign Languages										
A/V Equipment Rental & Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Parking	\$200	\$0	\$200	\$0	\$200	\$0	\$200	\$0	\$800	\$0
Food	\$2,000	\$2,000	\$1,500	\$1,000	\$1,500	\$1,000	\$1,500	\$1,000	\$6,500	\$5,000
Facilities	\$500	\$0	\$500	\$0	\$500	\$0	\$500	\$0	\$2,000	\$0
Freight and Express/Postage	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Participation, Registration and Conference fees	\$4,000	\$0	\$4,000	\$0	\$4,000	\$0	\$4,000	\$0	\$16,000	\$0
Printing/Publishing	\$500	\$0	\$500	\$0	\$500	\$0	\$500	\$0	\$2,000	\$0
Honorarium	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Development	\$6,500	\$0	\$2,500	\$0	\$3,500	\$0	\$2,500	\$0	\$15,000	\$0
Research Grants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 2 Other	\$13,700	\$2,000	\$9,200	\$1,000	\$10,200	\$1,000	\$9,200	\$1,000	\$42,300	\$5,000
Mandate 3 - Research & Training										
A/V Equipment Rental & Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Parking	\$500	\$0	\$0	\$0	\$0	\$0	\$500	\$0	\$1,000	\$0
Food	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$8,000	\$0
Facilities	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$0
Freight and Express/Postage	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Participation, Registration and Conference fees	\$0	\$0	\$5,000	\$0	\$0	\$0	\$0	\$0	\$5,000	\$0
Printing/Publishing	\$1,000	\$0	\$500	\$0	\$500	\$0	\$1,000	\$0	\$3,000	\$0
Honorarium	\$0	\$0	\$0	\$0	\$0	\$0	\$5,000	\$0	\$5,000	\$0
Curriculum Development	\$2,500	\$0	\$2,500	\$5,000	\$7,500	\$2,500	\$2,500	\$2,500	\$15,000	\$10,000
Research Grants	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000		
Total Mandate 3 Other	\$12,000	\$5,000	\$16,000	\$10,000	\$16,000	\$7,500	\$17,000	\$7,500	\$61,000	\$30,000
Mandate 4 - Training for Students										
A/V Equipment Rental & Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Parking	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$200	\$4,000	\$3,200
Food	\$4,000	\$2,500	\$3,000	\$1,200	\$2,500	\$2,000	\$3,250	\$750	\$12,750	\$6,450
Facilities	\$1,000	\$1,500	\$1,000	\$500	\$500	\$500	\$500	\$0	\$3,000	\$2,500
Freight and Express/Postage	\$0	\$473	\$1,000	\$0	\$0	\$0	\$0	\$0	\$1,000	\$473
Participation, Registration and Conference fees	\$2,000	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$6,500	\$0
Printing/Publishing	\$1,000	\$2,000	\$1,000	\$900	\$1,000	\$888	\$1,000	\$0	\$4,000	\$3,788
Honorarium	\$0	\$0	\$1,000	\$0	\$2,000	\$0	\$2,000	\$0	\$5,000	\$0
Curriculum Development	\$0	\$4,000	\$0	\$4,000		\$4,000	\$0	\$4,000	\$0	\$16,000
Research Grants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 4 Other	\$9,000	\$11,473	\$9,500	\$7,600	\$8,500	\$8,388	\$9,250	\$4,950	\$36,250	\$32,410
Mandate 5 - Regional Resources to Businesses										
A/V Equipment Rental & Service	\$2,000	\$0	\$2,000	\$0	\$1,000	\$0	\$1,500	\$0	\$6,500	\$0
Campus Parking	\$1,200	\$0	\$1,000	\$581	\$1,000	\$500	\$500	\$0	\$3,700	\$1,081
Food	\$4,500	\$1,200	\$4,500	\$1,200	\$2,250	\$3,000	\$4,500	\$748	\$15,750	\$6,148
Facilities	\$1,500	\$300	\$1,500	\$300	\$500	\$1,000	\$1,500	\$0	\$5,000	\$1,600
Freight and Express/Postage	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Participation, Registration and Conference fees	\$1,500	\$0	\$1,000	\$0	\$4,000	\$0	\$500	\$0	\$7,000	\$0
Printing/Publishing	\$1,500	\$500	\$1,000	\$500	\$500	\$500	\$1,500	\$0	\$4,500	\$1,500
Honorarium	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Research Grants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 5 Other	\$12,200	\$2,000	\$11,000	\$2,581	\$9,250	\$5,000	\$10,000	\$748	\$42,450	\$10,328

Detailed Grant Budget 2014-2018

	2014-2015		2015-2016		2016-2017		2017-2018		TOTAL	
	DOE	Match	DOE	Match	DOE	Match	DOE	Match	DOE	Match
Mandate 6 - Regional Faculty, Students, and Institutions									\$0	\$0
A/V Equipment Rental & Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Parking	\$750	\$0	\$1,200	\$0	\$750	\$0	\$750	\$0	\$3,450	\$0
Food	\$2,500	\$0	\$6,500	\$0	\$5,500	\$0	\$6,000	\$0	\$20,500	\$0
Facilities	\$1,500	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$7,500	\$0
Freight and Express/Postage	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Participation, Registration and Conference fees	\$3,500	\$0	\$500	\$0	\$4,500	\$0	\$1,500	\$0	\$10,000	\$0
Printing/Publishing	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$0
Honorarium	\$500	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$5,000	\$0
Curriculum Development	\$6,000	\$0	\$5,500	\$0	\$5,500	\$0	\$5,500	\$0	\$22,500	\$0
Research Grants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 6 Other	\$15,750	\$0	\$18,200	\$0	\$20,750	\$0	\$18,250	\$0	\$72,950	\$0
General CIBER & Evaluation										
Evaluation Projects	\$5,000	\$0	\$11,000	\$0	\$11,000	\$0	\$8,000	\$0	\$35,000	\$0
External Evaluator	\$0	\$0	\$0	\$0	\$0	\$0	\$2,500	\$0	\$2,500	\$0
Telephone/Fax	\$0	\$2,000	\$0	\$2,000	\$0	\$1,800	\$0	\$2,000	\$0	\$7,800
Printing/Publishing	\$0	\$1,000	\$0	\$1,000	\$0	\$1,029	\$0	\$1,000	\$0	\$4,029
Postage/Copying	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Annual Dues and Memberships	\$0	\$1,000	\$0	\$1,000	\$0	\$1,500	\$0	\$1,000	\$0	\$4,500
Total General CIBER Other	\$5,000	\$4,000	\$11,000	\$4,000	\$11,000	\$4,329	\$10,500	\$4,000	\$37,500	\$16,329
GRAND TOTAL OTHER	\$75,650	\$31,885	\$81,900	\$37,417	\$84,200	\$29,922	\$81,200	\$21,904	\$322,950	\$121,127
TOTAL DIRECT COSTS	\$336,495	\$336,495	\$337,540	\$337,540	\$337,782	\$337,783	\$337,734	\$337,734	\$1,349,551	\$1,349,552
INDIRECT COSTS @ 8%	\$26,920	\$26,920	\$27,003	\$27,003	\$27,023	\$27,023	\$27,019	\$27,019	\$107,964	\$107,964
GRAND TOTAL COSTS	\$363,415	\$363,415	\$364,543	\$364,543	\$364,805	\$364,805	\$364,753	\$364,753	\$1,457,516	\$1,457,516
Notes: Per University of WA requirements showing only equal match.										

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

Detailed Grant Budget 2014-2018

		2014-2015		2015-2016		2016-2017		2017-2018		TOTAL	
		DOE	Match	DOE	Match	DOE	Match	DOE	Match	DOE	Match
PERSONNEL (Faculty and professional staff salary figures reflect 3% increases in grant years 2-4.)											
Faculty											
	Executive Director*	\$0	\$9,918	\$0	\$10,216	\$0	\$10,522	\$0	\$10,838	\$0	\$41,493
	Faculty Director	\$0	\$31,626	\$0	\$32,575	\$0	\$33,552	\$0	\$34,559	\$0	\$132,311
	Program Directors	\$1,000	\$0	\$6,000	\$0	\$0	\$0	\$0	\$0	\$7,000	\$0
	Total Faculty	\$1,000	\$41,544	\$6,000	\$42,790	\$0	\$44,074	\$0	\$45,396	\$7,000	\$173,805
Professional Staff											
	Director	\$52,002	\$52,002	\$53,562	\$53,562	\$55,169	\$55,169	\$56,824	\$56,824	\$217,557	\$217,557
	Assistant Director A	\$26,754	\$26,754	\$27,557	\$27,557	\$28,383	\$28,383	\$29,235	\$29,235	\$111,929	\$111,929
	Assistant Director B	\$27,504	\$27,504	\$28,329	\$28,329	\$29,179	\$29,179	\$30,054	\$30,054	\$115,066	\$115,066
	Assistant Director C	\$0	\$41,256	\$0	\$42,494	\$0	\$43,768	\$0	\$45,082	\$0	\$172,600
	Undergraduate Certificate Manager	\$0	\$8,660	\$0	\$8,919	\$0	\$9,187	\$0	\$9,463	\$0	\$36,229
	Total Professional Staff	\$106,260	\$156,176	\$109,448	\$160,861	\$112,731	\$165,687	\$116,113	\$170,657	\$444,552	\$653,381
Classified Staff											
	Program Coordinator	\$40,704	\$0	\$41,518	\$0	\$42,348	\$0	\$43,195	\$0	\$167,766	\$0
	Total Classified Staff	\$40,704	\$0	\$41,518	\$0	\$42,348	\$0	\$43,195	\$0	\$167,766	\$0
Students											
	Hourly Student Assistants	\$3,600	\$0	\$3,600	\$0	\$3,600	\$0	\$3,600	\$0	\$14,400	\$0
	Total Hourly Assistants	\$3,600	\$0	\$3,600	\$0	\$3,600	\$0	\$3,600	\$0	\$14,400	\$0
GRAND TOTAL SALARIES		\$151,564	\$197,720	\$160,566	\$203,651	\$158,680	\$209,761	\$162,909	\$216,054	\$633,718	\$827,185
FRINGE BENEFITS											
Benefits											
	Faculty @ 22.7%	\$227	\$9,430	\$1,362	\$9,713	\$0	\$10,005	\$0	\$10,305	\$1,589	\$39,454
	Professional Staff @ 27.7%	\$29,434	\$43,261	\$30,317	\$44,558	\$31,227	\$45,895	\$32,163	\$47,272	\$123,141	\$180,986
	Classified Staff @ 33.8%	\$13,758	\$0	\$14,033	\$0	\$14,314	\$0	\$14,600	\$0	\$56,705	\$0
	Hourly Students @ 17.0%	\$612	\$0	\$612	\$0	\$612	\$0	\$612	\$0	\$2,448	\$0
GRAND TOTAL PAYROLL BENEFITS		\$44,031	\$52,691	\$46,324	\$54,272	\$46,152	\$55,900	\$47,375	\$57,577	\$183,883	\$220,440
TRAVEL											
Mandate 1 - National Resources											
	Faculty	\$4,500	\$0	\$4,500	\$0	\$4,500	\$0	\$4,500	\$0	\$18,000	\$0
	Speaker	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Staff (inc. local transportation/off-campus parking)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Student	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Mandate 1 Travel	\$4,500	\$0	\$4,500	\$0	\$4,500	\$0	\$4,500	\$0	\$18,000	\$0
Mandate 2 - Critical Foreign Languages											
	Faculty	\$1,500	\$500	\$1,500	\$500	\$1,500	\$500	\$1,500	\$500	\$6,000	\$2,000
	Speaker	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Staff (inc. local transportation/off-campus parking)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Student	\$7,000	\$0	\$4,000	\$0	\$4,000	\$0	\$4,000	\$0	\$19,000	\$0
	Total Mandate 2 Travel	\$8,500	\$500	\$5,500	\$500	\$5,500	\$500	\$5,500	\$500	\$25,000	\$2,000
Mandate 3 - Research and Training											
	Faculty	\$10,000	\$15,000	\$10,000	\$10,000	\$10,000	\$10,000	\$9,000	\$10,000	\$39,000	\$45,000
	Speaker	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Staff (inc. local transportation/off-campus parking)	\$0	\$10,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$25,000
	Student	\$0	\$0	\$2,000	\$0	\$2,000	\$0	\$0	\$0	\$4,000	\$0
	Total Mandate 3 Travel	\$10,000	\$25,000	\$12,000	\$15,000	\$12,000	\$15,000	\$9,000	\$15,000	\$43,000	\$70,000
Mandate 4 - Training for Students											
	Faculty	\$9,000	\$8,000	\$4,000	\$8,000	\$4,000	\$8,000	\$4,000	\$8,000	\$21,000	\$32,000
	Speaker	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Staff (inc. local transportation/off-campus parking)	\$8,000	\$10,200	\$4,000	\$10,200	\$4,000	\$10,200	\$4,000	\$10,200	\$20,000	\$40,800
	Student	\$2,000	\$0	\$1,500	\$1,000	\$1,500	\$1,000	\$1,500	\$1,000	\$6,500	\$3,000
	Total Mandate 4 Travel	\$19,000	\$18,200	\$9,500	\$19,200	\$9,500	\$19,200	\$9,500	\$19,200	\$47,500	\$75,800

Detailed Grant Budget 2014-2018

	2014-2015		2015-2016		2016-2017		2017-2018		TOTAL	
	DOE	Match	DOE	Match	DOE	Match	DOE	Match	DOE	Match
Mandate 5 - Regional Resources to Businesses										
Faculty	\$1,000	\$4,000	\$750	\$4,000	\$750	\$4,000	\$750	\$4,000	\$3,250	\$16,000
Speaker	\$3,000	\$0	\$1,750	\$0	\$1,750	\$0	\$1,750	\$0	\$8,250	\$0
Staff (inc. local transportation/off-campus parking)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 5 Travel	\$4,000	\$4,000	\$2,500	\$4,000	\$2,500	\$4,000	\$2,500	\$4,000	\$11,500	\$16,000
Mandate 6 - Regional Faculty, Students, and Institutions										
Faculty	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$8,000	\$0
Speaker	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Staff (inc. local transportation/off-campus parking)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 6 Travel	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$8,000	\$0
General CIBER Travel										
Faculty	\$2,000	\$1,000	\$2,000	\$1,000	\$2,000	\$1,000	\$2,000	\$1,000	\$8,000	\$4,000
Staff	\$2,000	\$1,000	\$2,000	\$1,000	\$2,000	\$1,000	\$2,000	\$1,000	\$8,000	\$4,000
Student	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total General CIBER Travel	\$4,000	\$2,000	\$4,000	\$2,000	\$4,000	\$2,000	\$4,000	\$2,000	\$16,000	\$8,000
GRAND TOTAL TRAVEL	\$52,000	\$49,700	\$40,000	\$40,700	\$40,000	\$40,700	\$37,000	\$40,700	\$169,000	\$171,800
SUPPLIES										
Mandate 1 - National Resources										
Database	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 1 Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Mandate 2 - Critical Foreign Languages										
Database	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$6,000
Total Mandate 2 Supplies	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$6,000
Mandate 3 - Research and Training										
Database	\$10,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$25,000	\$0
Curriculum Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$500	\$0	\$0	\$0	\$0	\$0	\$500	\$0	\$1,000	\$0
Total Mandate 3 Supplies	\$10,500	\$0	\$5,000	\$0	\$5,000	\$0	\$5,500	\$0	\$26,000	\$0
Mandate 4 - Training for Students										
Database	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$1,000	\$2,000	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$2,000
Total Mandate 4 Supplies	\$1,000	\$2,000	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$2,000
Mandate 5 - Regional Resources to Businesses										
Database	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$1,250	\$0	\$750	\$0	\$750	\$0	\$750	\$0	\$3,500	\$0
Total Mandate 5 Supplies	\$1,250	\$0	\$750	\$0	\$750	\$0	\$750	\$0	\$3,500	\$0
Mandate 6 - Regional Faculty, Students, and Institutions										
Database	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$1,000	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$4,500	\$1,000
Total Mandate 6 Supplies	\$0	\$1,000	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$4,500	\$1,000
General CIBER Supplies										
Supplies	\$500	\$0	\$500	\$0	\$500	\$0	\$500	\$0	\$2,000	\$0
Total General CIBER Supplies	\$500	\$0	\$500	\$0	\$500	\$0	\$500	\$0	\$2,000	\$0
GRAND TOTAL SUPPLIES	\$13,250	\$4,500	\$8,750	\$1,500	\$8,750	\$1,500	\$9,250	\$1,500	\$40,000	\$9,000

Detailed Grant Budget 2014-2018

	2014-2015		2015-2016		2016-2017		2017-2018		TOTAL	
	DOE	Match	DOE	Match	DOE	Match	DOE	Match	DOE	Match
OTHER										
Mandate 1 - National Resources										
A/V Equipment Rental & Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Parking	\$0	\$0	\$0	\$0	\$500	\$0	\$0	\$0	\$500	\$0
Food	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities	\$500	\$0	\$0	\$0	\$500	\$0	\$0	\$0	\$1,000	\$0
Freight and Express/Postage	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Participation, Registration and Conference fees	\$3,500	\$2,500	\$3,500	\$2,500	\$3,500	\$0	\$3,500	\$0	\$14,000	\$5,000
Printing/Publishing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Honorarium	\$1,500	\$0	\$1,000	\$0	\$1,500	\$0	\$1,000	\$0	\$5,000	\$0
Curriculum Development	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000	\$10,000
Research Grants	\$0	\$2,412	\$0	\$7,236	\$0	\$1,206	\$0	\$1,206	\$0	\$12,060
Total Mandate 1 Other	\$8,000	\$7,412	\$7,000	\$12,236	\$8,500	\$3,706	\$7,000	\$3,706	\$30,500	\$27,060
Mandate 2 - Critical Foreign Languages										
A/V Equipment Rental & Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Parking	\$200	\$0	\$200	\$0	\$200	\$0	\$200	\$0	\$800	\$0
Food	\$2,000	\$2,000	\$1,500	\$1,000	\$1,500	\$1,000	\$1,500	\$1,000	\$6,500	\$5,000
Facilities	\$500	\$0	\$500	\$0	\$500	\$0	\$500	\$0	\$2,000	\$0
Freight and Express/Postage	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Participation, Registration and Conference fees	\$4,000	\$0	\$4,000	\$0	\$4,000	\$0	\$4,000	\$0	\$16,000	\$0
Printing/Publishing	\$500	\$0	\$500	\$0	\$500	\$0	\$500	\$0	\$2,000	\$0
Honorarium	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Development	\$6,500	\$0	\$2,500	\$0	\$3,500	\$0	\$2,500	\$0	\$15,000	\$0
Research Grants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 2 Other	\$13,700	\$2,000	\$9,200	\$1,000	\$10,200	\$1,000	\$9,200	\$1,000	\$42,300	\$5,000
Mandate 3 - Research & Training										
A/V Equipment Rental & Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Parking	\$500	\$0	\$0	\$0	\$0	\$0	\$500	\$0	\$1,000	\$0
Food	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$8,000	\$0
Facilities	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$0
Freight and Express/Postage	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Participation, Registration and Conference fees	\$0	\$0	\$5,000	\$0	\$0	\$0	\$0	\$0	\$5,000	\$0
Printing/Publishing	\$1,000	\$0	\$500	\$0	\$500	\$0	\$1,000	\$0	\$3,000	\$0
Honorarium	\$0	\$0	\$0	\$0	\$0	\$0	\$5,000	\$0	\$5,000	\$0
Curriculum Development	\$2,500	\$0	\$2,500	\$5,000	\$7,500	\$2,500	\$2,500	\$2,500	\$15,000	\$10,000
Research Grants	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000		
Total Mandate 3 Other	\$12,000	\$5,000	\$16,000	\$10,000	\$16,000	\$7,500	\$17,000	\$7,500	\$61,000	\$30,000
Mandate 4 - Training for Students										
A/V Equipment Rental & Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Parking	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$200	\$4,000	\$3,200
Food	\$4,000	\$2,500	\$3,000	\$1,200	\$2,500	\$2,000	\$3,250	\$750	\$12,750	\$6,450
Facilities	\$1,000	\$1,500	\$1,000	\$500	\$500	\$500	\$500	\$0	\$3,000	\$2,500
Freight and Express/Postage	\$0	\$473	\$1,000	\$0	\$0	\$0	\$0	\$0	\$1,000	\$473
Participation, Registration and Conference fees	\$2,000	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$6,500	\$0
Printing/Publishing	\$1,000	\$2,000	\$1,000	\$900	\$1,000	\$888	\$1,000	\$0	\$4,000	\$3,788
Honorarium	\$0	\$0	\$1,000	\$0	\$2,000	\$0	\$2,000	\$0	\$5,000	\$0
Curriculum Development	\$0	\$4,000	\$0	\$4,000		\$4,000	\$0	\$4,000	\$0	\$16,000
Research Grants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 4 Other	\$9,000	\$11,473	\$9,500	\$7,600	\$8,500	\$8,388	\$9,250	\$4,950	\$36,250	\$32,410
Mandate 5 - Regional Resources to Businesses										
A/V Equipment Rental & Service	\$2,000	\$0	\$2,000	\$0	\$1,000	\$0	\$1,500	\$0	\$6,500	\$0
Campus Parking	\$1,200	\$0	\$1,000	\$581	\$1,000	\$500	\$500	\$0	\$3,700	\$1,081
Food	\$4,500	\$1,200	\$4,500	\$1,200	\$2,250	\$3,000	\$4,500	\$748	\$15,750	\$6,148
Facilities	\$1,500	\$300	\$1,500	\$300	\$500	\$1,000	\$1,500	\$0	\$5,000	\$1,600
Freight and Express/Postage	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Participation, Registration and Conference fees	\$1,500	\$0	\$1,000	\$0	\$4,000	\$0	\$500	\$0	\$7,000	\$0
Printing/Publishing	\$1,500	\$500	\$1,000	\$500	\$500	\$500	\$1,500	\$0	\$4,500	\$1,500
Honorarium	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Research Grants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 5 Other	\$12,200	\$2,000	\$11,000	\$2,581	\$9,250	\$5,000	\$10,000	\$748	\$42,450	\$10,328

Detailed Grant Budget 2014-2018

	2014-2015		2015-2016		2016-2017		2017-2018		TOTAL	
	DOE	Match	DOE	Match	DOE	Match	DOE	Match	DOE	Match
Mandate 6 - Regional Faculty, Students, and Institutions									\$0	\$0
A/V Equipment Rental & Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Parking	\$750	\$0	\$1,200	\$0	\$750	\$0	\$750	\$0	\$3,450	\$0
Food	\$2,500	\$0	\$6,500	\$0	\$5,500	\$0	\$6,000	\$0	\$20,500	\$0
Facilities	\$1,500	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$7,500	\$0
Freight and Express/Postage	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Participation, Registration and Conference fees	\$3,500	\$0	\$500	\$0	\$4,500	\$0	\$1,500	\$0	\$10,000	\$0
Printing/Publishing	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$4,000	\$0
Honorarium	\$500	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$5,000	\$0
Curriculum Development	\$6,000	\$0	\$5,500	\$0	\$5,500	\$0	\$5,500	\$0	\$22,500	\$0
Research Grants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Mandate 6 Other	\$15,750	\$0	\$18,200	\$0	\$20,750	\$0	\$18,250	\$0	\$72,950	\$0
General CIBER & Evaluation										
Evaluation Projects	\$5,000	\$0	\$11,000	\$0	\$11,000	\$0	\$8,000	\$0	\$35,000	\$0
External Evaluator	\$0	\$0	\$0	\$0	\$0	\$0	\$2,500	\$0	\$2,500	\$0
Telephone/Fax	\$0	\$2,000	\$0	\$2,000	\$0	\$1,800	\$0	\$2,000	\$0	\$7,800
Printing/Publishing	\$0	\$1,000	\$0	\$1,000	\$0	\$1,029	\$0	\$1,000	\$0	\$4,029
Postage/Copying	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Annual Dues and Memberships	\$0	\$1,000	\$0	\$1,000	\$0	\$1,500	\$0	\$1,000	\$0	\$4,500
Total General CIBER Other	\$5,000	\$4,000	\$11,000	\$4,000	\$11,000	\$4,329	\$10,500	\$4,000	\$37,500	\$16,329
GRAND TOTAL OTHER	\$75,650	\$31,885	\$81,900	\$37,417	\$84,200	\$29,922	\$81,200	\$21,904	\$322,950	\$121,127
TOTAL DIRECT COSTS	\$336,495	\$336,495	\$337,540	\$337,540	\$337,782	\$337,783	\$337,734	\$337,734	\$1,349,551	\$1,349,552
INDIRECT COSTS @ 8%	\$26,920	\$26,920	\$27,003	\$27,003	\$27,023	\$27,023	\$27,019	\$27,019	\$107,964	\$107,964
GRAND TOTAL COSTS	\$363,415	\$363,415	\$364,543	\$364,543	\$364,805	\$364,805	\$364,753	\$364,753	\$1,457,516	\$1,457,516
Notes: Per University of WA requirements showing only equal match.										

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

University of Washington

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	151,564.00	160,566.00	158,680.00	162,909.00	0.00	633,719.00
2. Fringe Benefits	44,031.00	46,324.00	46,152.00	47,375.00	0.00	183,882.00
3. Travel	52,000.00	40,000.00	40,000.00	37,000.00	0.00	169,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	13,250.00	8,750.00	8,750.00	9,250.00	0.00	40,000.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	75,650.00	81,900.00	84,200.00	81,200.00	0.00	322,950.00
9. Total Direct Costs (lines 1-8)	336,495.00	337,540.00	337,782.00	337,734.00	0.00	1,349,551.00
10. Indirect Costs*	26,920.00	27,003.00	27,023.00	27,019.00	0.00	107,965.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	363,415.00	364,543.00	364,805.00	364,753.00	0.00	1,457,516.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2009 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 54.50 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
University of Washington	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	197,720.00	203,651.00	209,761.00	216,054.00	0.00	827,186.00
2. Fringe Benefits	52,691.00	54,272.00	55,900.00	57,577.00	0.00	220,440.00
3. Travel	49,700.00	40,700.00	40,700.00	40,700.00	0.00	171,800.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	4,500.00	1,500.00	1,500.00	1,500.00	0.00	9,000.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	31,885.00	37,417.00	29,922.00	21,904.00	0.00	121,128.00
9. Total Direct Costs (lines 1-8)	336,496.00	337,540.00	337,783.00	337,735.00	0.00	1,349,554.00
10. Indirect Costs	26,920.00	27,003.00	27,023.00	27,019.00	0.00	107,965.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	363,416.00	364,543.00	364,806.00	364,754.00	0.00	1,457,519.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr .	Debra		Glassman	

Address:

Street1:	University of Washington
Street2:	Box 353226
City:	Seattle
County:	
State:	WA: Washington
Zip Code:	98195
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(206) 543-8738	

Email Address:

dg2854@uw.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment